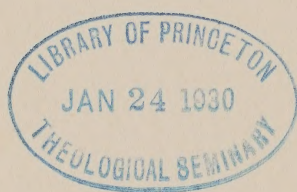


ALUMNI AND
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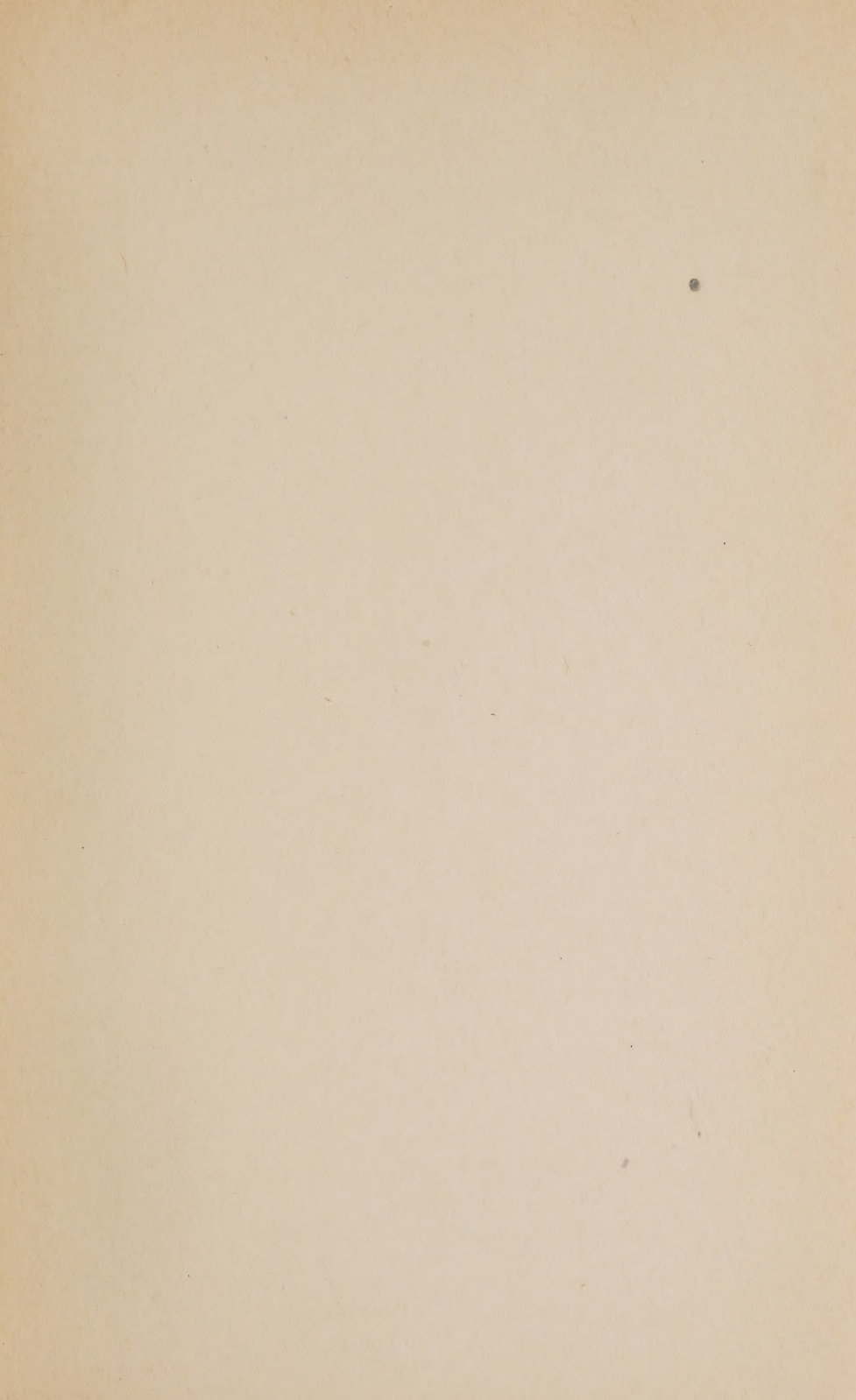
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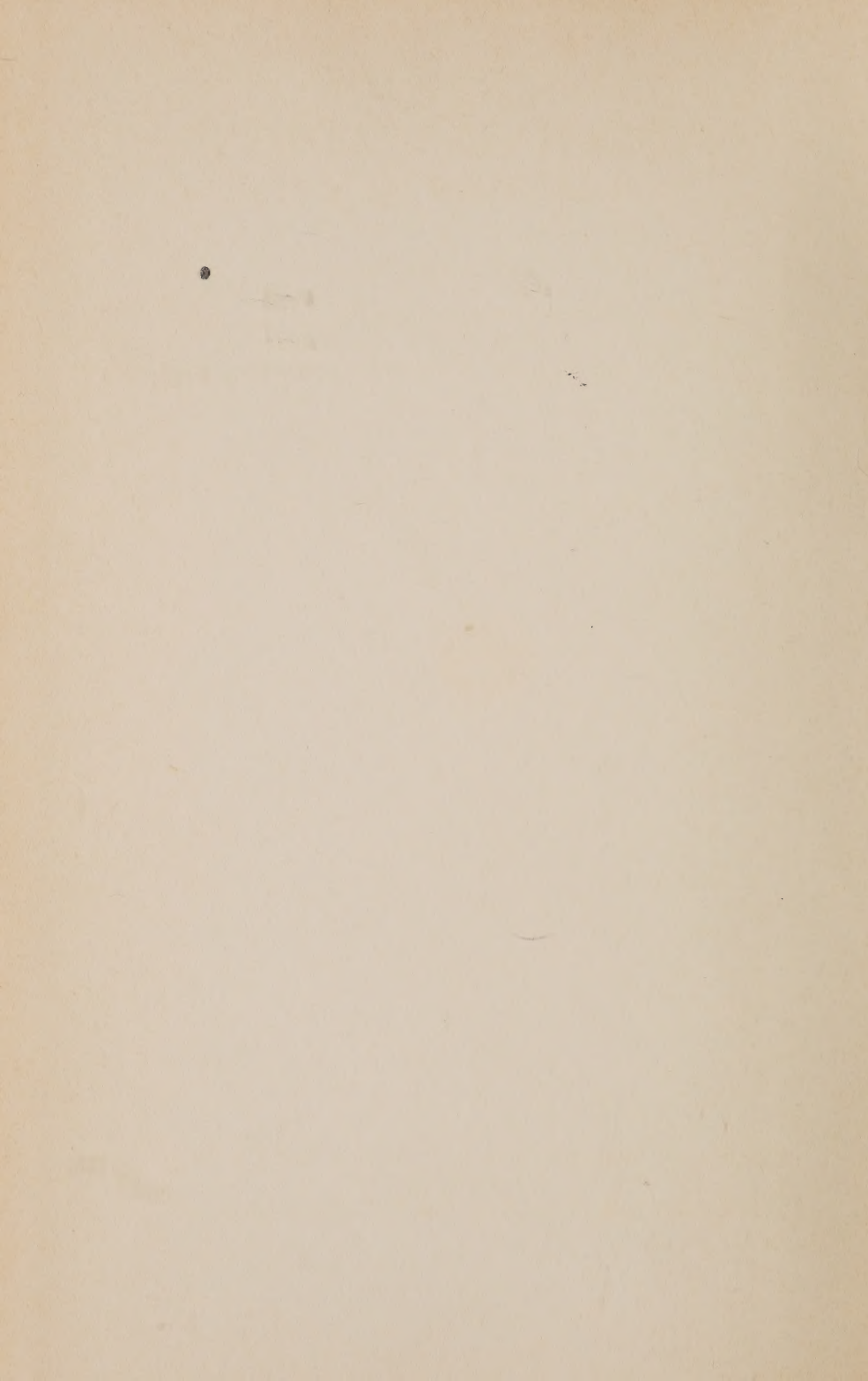
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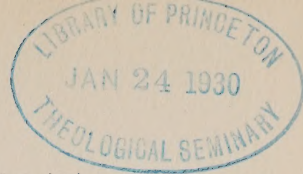


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ALUMNI AND ADULT EDUCATION

An Introductory Survey

UNDERTAKEN BY THE AMERICAN ASSOCIATION
FOR ADULT EDUCATION IN CO-OPERATION
WITH THE AMERICAN ALUMNI COUNCIL

By

✓
WILFRED B. SHAW

FIELD REPRESENTATIVE OF THE AMERICAN ASSOCIATION
FOR ADULT EDUCATION; DIRECTOR OF ALUMNI
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AMERICAN ASSOCIATION FOR ADULT EDUCATION

Incorporated 1926

41 EAST FORTY-SECOND STREET, NEW YORK

FOREWORD

IN submitting this report the writer trusts that it will be recognized that at the present time the findings can only be incomplete and tentative. The whole conception of this aspect of adult education is so new that precise facts are lacking upon which programs in the alumni field can confidently be based. In only a comparatively few institutions has there been even a definite recognition of the problem or an experimental effort to find a solution. Such facts as have come to light are perhaps more significant as showing a general interest in the development of a possible program, than as indicating what can or should be done. Nevertheless, enough has been accomplished to justify some general conclusions and to warrant a series of tentative recommendations, which, it is hoped, will be of assistance to college and university officers who are concerned with the fostering of a continuing intellectual life for those who were once their students.

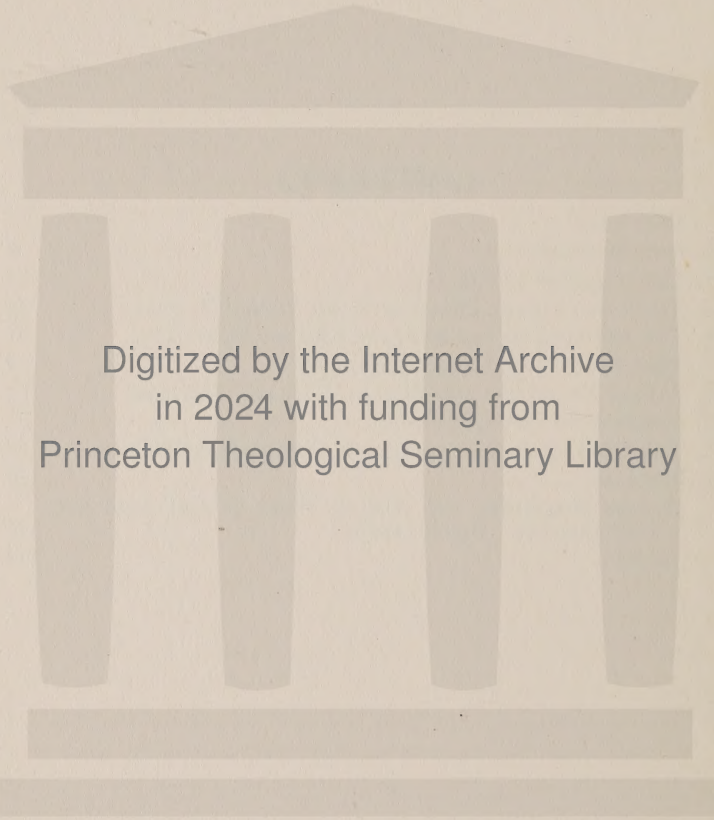
Material aid and advice have come from many college and university executives and alumni officers, and to them the writer owes grateful acknowledgment for their valuable assistance and encouragement. To Mr. Theodore Hornberger, of the University of Michigan, is due special recognition for help in the analysis of the Michigan questionnaires.

WILFRED B. SHAW

ANN ARBOR
Sept. 25, 1929

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THE ALUMNI AND THE COLLEGE

ONE OF THE FIRST STATEMENTS OF A NEW RELATIONSHIP

I N urging that the alumni make a special effort to have their relations with the College based on continuing intimacy of contact I do not forget that a share of the responsibility for developing the alumni movement aright belongs to the College. I give most unqualified support to the attitude already taken by the Trustees of Dartmouth that the request of the Alumni Council of the College for some definition of the educational intent of Dartmouth should be answered in the fullest possible manner. I likewise am very sure that the contribution of the College to its graduates ought to be continued in some more tangible way than exists at present. The tendency of college men to seek careers outside the professions, the tendencies of the professions themselves to become so highly specialized as to necessitate the complete engrossment of thought of the men who follow them, and the ever increasing demand of the age on all, requiring constantly greater intensity of effort and more exclusive utilization of time in men who wish to do their respective shares of the world's work, impose a duty upon the college which formerly belonged to it in no such degree, if at all. Contacts with what we broadly classify as the arts and sciences are less and less possible for men of affairs. In many a graduate the interest in or enthusiasm for these which the college arouses is, therefore, altogether likely to languish, or even die, for lack of sustenance. If the College, then, has conviction that its influence is worth seeking at the expense of four vital years in the formative period of life, is it not logically compelled to search for some method of giving access to this influence to its graduates in their subsequent years! The growing practice of retiring men from active work at ages from sixty-five to seventy,

and the not infrequent tragedy of the man who has no resources for interesting himself outside the routine of which he has been relieved, make it seem that the College has no less an opportunity to be of service to its men in their old age than in their youth, if only it can establish the procedure by which it can periodically throughout their lives give them opportunity to replenish their intellectual reserves. It is possible that something in the way of courses of lectures by certain recognized leaders of the world's thought, made available for alumni and friends of the College during a brief period immediately following the Commencement season, would be a step in this direction. Or it may be that some other device would more completely realize the possibilities. It at least seems clear that the formal educational contacts between the College and its graduates should not stop at the end of four years, never in any form to be renewed.

ERNEST MARTIN HOPKINS

In Inaugural Address, Dartmouth College, Oct. 6, 1916

ALUMNI AND ADULT EDUCATION



I. INTRODUCTION

THE following report is the result of a six-months' investigation in the field of adult education as it affects the graduates of American colleges and universities. This inquiry was undertaken as the immediate result of a conference of college presidents and alumni officers, called together as a joint committee by the American Association for Adult Education under the auspices of the Carnegie Corporation. The meeting was held at Alumnæ House, Vassar College, October 6, 1928. Representing the American Association for Adult Education were the following: President William A. Neilson of Smith College, who acted as chairman of the conference; President W. A. Jessup of the University of Iowa; President C. C. Little of the University of Michigan; President Harry N. Chase of the University of North Carolina; and Mr. James C. Lawrence representing President L. D. Coffman of the University of Minnesota. President H. N. McCracken of Vassar College was also present for one session.

The alumni officers, composing the Aims and Policies Committee of the American Alumni Council, were: Mr. Levering Tyson, Director of the Home Study Department of Columbia University, Chairman of the Committee; Miss Florence H. Snow, Alumnæ Secretary of Smith College, at the time President of the American Alumni Council; Mr. Frederick S. Allis, Secretary of the Alumni Council of Amherst College; Mr. J. L. Morrill, formerly Alumni Secretary and now Junior Dean of the College of Education, Ohio State University; Miss Harriet Sawyer, Executive and Educational Secretary of the Associate Alumnæ of Vassar College; and Mr. Wilfred B. Shaw, formerly Secretary of the Alumni Association and now Director of Alumni Relations, University of Michigan. Meeting with these two committees were Mr. Frederick P. Keppel, President of the Carnegie Corporation, and Mr. Morse A.

Cartwright, Executive Director of the American Association for Adult Education.

This joint committee held three sessions,* discussing at length the possibilities of developing a more fundamental relationship between our colleges and universities and their graduates upon the basis of a continued educational effort and the desire on the part of some alumni, at least, for stimulus and aid in their further intellectual development. Four questions were laid before the conference by the alumni members. These questions were:

1. Has the college or university a definite responsibility for continuing education after graduation, or is its function limited to the period of actual enrollment in the institution?
2. (a) If not, who has the responsibility?
(b) If so, how in your judgment can this responsibility be most effectively discharged?
3. What in your judgment is the best way to approach this problem? Should any experimental program be tried in a given institution, or in a selected group of a few institutions, or should the program cover the whole country?
4. How can the organized alumni of an institution, or the American Alumni Council, co-operate in discharging this responsibility?

It was agreed that the term "alumnus" should be taken as including any man or woman who had attended an institution of collegiate grade for at least a year.

In opening a discussion of the first question, President Neilson, as chairman, indicated that in his opinion "a feasible opportunity was a responsibility and that whatever an institution can reasonably do in this field ought to be done." He also raised the question whether a college or university should not regard adult education among its graduates as a salvage operation to make sure that its investment is not thrown away for lack of a proper follow-up.

Similarly the other university presidents in the group recognized the importance of the first question. President Little acknowledged the economic soundness of the implied check-up of college training

* This summary of the proceedings of the committee meeting at Vassar was taken from the minutes of the Secretary, Mr. Levering Tyson, of Columbia, and from a memorandum by Mr. J. C. Lawrence, of Minnesota.

and pointed out that whereas the college environment is artificial, alumni life is more natural, and that the institutions may learn and benefit from such a continued contact with their graduates. Not only would such an effort assure much-needed alumni support for the cause of education in general, but it would develop "a great majority of solid alumni who have a real affection and interest for the university and who would come out of hiding if opportunity were given for intellectual contacts."

In answer to the first and second questions it was unanimously agreed that the college or university does have a definite responsibility to provide opportunities for continuing education after graduation. There was a difference of opinion as to whether the university or college could completely meet this responsibility merely by expounding subjects, or whether it was necessary to maintain with alumni and ex-students a type of contact which would insure an understanding of the needs of individuals, and would show them how to meet those needs with commonly available agencies. The question was raised, "Are we striving to impart knowledge or to develop and to perpetuate individual enthusiasms that will continue and be self-sustaining?"

The question of the expenditure of state funds for non-university students arose. President Jessup thought that the Iowa legislature would be "reasonably responsive" if convinced that the money would be used wisely. The other state university representatives were of the same opinion. Mr. Lawrence, representing Minnesota, felt that the state universities' first obligation is adult education for all citizens, with "a little special attention to alumni and ex-students." No new machinery is necessary at Minnesota—merely a co-ordination of agencies which have been continuing the education of thousands of alumni and ex-students for years. He advocated a strengthening and further development of the extension and correspondence divisions, and a closer co-ordination with campus teaching programs. The general opinion, however, was that the best results could be obtained through an organization entirely distinct from the present extension system.

President Chase foresaw the possibility that a program of adult

education for alumni might cut across institutional lines. He felt that ultimately no institution "would want to confine itself to its own alumni."

In answer to a question whether there was any spontaneous demand from the alumni for such an effort, Mr. Tyson called attention to this statement in a memorandum previously prepared by the alumni officers present:

We feel certain that in our alumni constituencies at present there is a sizable nucleus of men and women who would be immediately interested in a program of study for adults. With this group a start should be made at once.

Commenting upon the second of the questions submitted, regarding the ultimate responsibility for such a program, President Neilson stated his belief that the institutions would readily admit a responsibility proportionate to their power, and that the very existence of an adult education problem among alumni indicated a failure in undergraduate education. "If the institutions do not have the responsibility for continuing education after graduation, nobody has."

After this favorable response to the fundamental question, the joint committee discussed at some length efforts now under way in the various institutions represented at the meeting. These included: the plans for guided reading and conferences at Amherst and Smith, the plan developed at Smith for perpetuating and continuing undergraduate interests in later life in the Institute for the Co-ordination of Women's Interests, the week-end *alumnæ* conferences at Vassar, Iowa's program for adult education through women's clubs and men's service clubs, and the conception of an "alumni university" in course of development at Michigan.

In response to the fourth question propounded by the alumni committee, "How can the organized alumni of an institution or the American Alumni Council co-operate in discharging this responsibility?" President Neilson as chairman stated that such co-operation can best be insured by finding out how much latent desire exists among college graduates, and by trying to help them make this desire articulate so that the college administrators may

be made aware of it and bring it definitely before the faculties. The alumni might well encounter a reception very different from that which they are accustomed to receive from a university body, when a project of continuing intellectual relations is in question, simply because it differs so fundamentally from those traditional interests with which the alumni have usually been associated.

This discussion resulted in a suggestion that a series of further experimental efforts be inaugurated at various institutions. It was finally decided, however, that before such efforts were undertaken a special investigation should be made in order to ascertain and evaluate efforts which have already been started in this field and to stimulate further efforts in different institutions.

The following action was taken by the conference:

VOTED: In view of increasing interest in continuing education throughout life on the part of college and university graduates, this conference of university and college presidents, together with representatives of organized alumni groups, assembled by the American Association for Adult Education and the American Alumni Council, DOES HEREBY RESOLVE that the American Association for Adult Education be requested to bring this problem to the attention of university and college groups and authorities, of representatives of alumni bodies and of others who may be interested.

It is on the basis of these considerations that the investigation of which the following pages are a summary was authorized and the author requested to undertake the study as a Field Representative of the American Association for Adult Education under a special grant from the Carnegie Corporation.

In carrying out this task three objectives have been kept in mind:

1. To ascertain the degree and kind of interest, both within the institution itself and in the alumni body, in the establishment of a continuing educational relationship between our colleges and universities and their alumni.
2. To study whatever efforts have already been undertaken in this field in different institutions, with a consideration of negative as well as positive results.

3. To acquaint as many university and alumni leaders as possible with the development of this new conception of alumni relations and to suggest experimental efforts wherever they appear to be feasible.

It was obvious from the first that relatively few institutions could be visited during the period covered by the inquiry. For the most part, therefore, only those colleges and universities were included which had already taken some steps toward developing an adult education program, or in which certain officers were known to be interested. A few were visited simply because they were in the immediate neighborhood of others included in the program.

The institutions visited include the following: Yale, Harvard, Dartmouth, Amherst, Smith, Radcliffe, Bowdoin, Wesleyan, Boston University, Columbia, Cornell, Hamilton, Vassar, Stevens Institute, Pennsylvania, Bryn Mawr, Princeton, Lafayette, Virginia, Georgia Wesleyan, University of Georgia, North Carolina, Western Reserve, Cleveland College, Wooster, Oberlin, Ohio State, Michigan, Chicago, Northwestern, DePauw, Wisconsin, Lawrence, Minnesota, Carleton, Missouri, Kansas, Iowa, Iowa State College, Knox, Drake, Oklahoma. Personal contacts were made elsewhere with officers in the following institutions: Bates, Grinnell, Western Ontario, and Adelphi.

To the data gathered from the institutions visited (in the form of interviews with the presidents, alumni officers and in some cases college deans and faculty members) has been added information drawn from other sources. These include an extensive report in this same field prepared by Mr. Daniel L. Grant under the direction of a committee on the Study of the Continuation of Intellectual Relations between Colleges and Alumni of the University of North Carolina. This study was the first effort in this field, and with Mr. Grant's permission certain of the data he secured will be utilized in this report.

Of special interest are numerous inquiries designed to bring out some definite information as to the possible reactions of the alumni, as well as of college faculties, toward an educational program of this character. Such inquiries were undertaken at Dartmouth,

Bowdoin, the University of Michigan, the University of Kansas, the University of Iowa and the College of Wooster, and special acknowledgment is due to the officers in these institutions for their interested co-operation. The information thus obtained, although in no case conclusive in the sense that it represents the whole alumni constituency or faculty in any of the institutions mentioned, has proved helpful as a means of evaluating the possibilities in this program.

II. THE DEVELOPMENT OF THE IDEA

Alumni participation in college and university affairs is distinctly an American development. Graduate support of educational institutions as we know it in America is unknown in continental Europe. Even in England there is little to parallel the activities of our organized alumni, particularly their continued interest in and financial support of their colleges.

The college graduates of America have come to have a very considerable stake in the business of higher education, and where their money is, their hearts will be—increasingly. Moreover, their influence is bound to be particularly marked in this period of changing educational emphasis. In the first half of the nineteenth century college education rested soundly upon the traditions of a thousand years. One might almost say that a college graduate of those days could acquire at least an adequate glimpse of the whole field of knowledge. Such a satisfactory condition, educationally speaking, is no longer possible. Science, and the broader interests which have made the modern world, have changed all that, and, to a certain extent at least, have submerged the wholesome emphasis on the old humanities. To an increasing extent a college education nowadays can only set our feet upon certain paths which may lead to wider fields throughout adult life. In other words, education, more than ever before, is a life adventure.

College educators everywhere are recognizing the immediate bearing of this new orientation on the present college curriculum. Everything just now is in transition, and the college and university world is decidedly interested in experimentation. It is quite possible, as suggested by President Alderman of Virginia, that the present era will seem, twenty-five years from now, as archaic educationally as the institutions of fifty years ago appear to us now. Things are moving so fast that one hardly dares predict just what the university of the future will become, but it is safe to say that in whatever new developments arise, the alumni will without fail

have their part, simply by virtue of the active support they are giving and are prepared to give.

The great question before far-seeing educators is, what shall this part be? Many are alive to its implications and to others it will come home with increasing force in the coming years. It is unfortunate that at present articulate alumni interests have developed only in certain limited directions.

Most conspicuous, certainly in the public eye, has been graduate interest in intercollegiate athletics. But of more fundamental importance has been the financial support given colleges and universities by their graduates, even though its emphasis has been on what might be called the physical equipment of education.* This characteristic, and expected, alumni activity has arisen from a natural desire to be of service, often expressed blindly and inadequately, but with a sound and praiseworthy sentiment behind it.

The whole framework of alumni relations, moreover, as it exists at present, has developed upon the old conception of a college education as a course of four years, to be followed by further professional training if desired. Of late, however, we have begun to recognize that this theory is not adequate—that four years or eight years is too short a period in which to assimilate the vast field opened up by modern discoveries. We have begun to see that the only adequate view of education recognizes it as a continuing life process. As Professor Joseph Jastrow says, it must be considered “a continued stimulation of mature minds.” This conception has been given a decided impetus by the recent researches of Professor E. L. Thorndike of Columbia. He has shown conclusively that education is not an interest exclusively for adolescent and youthful years, that the curve of educational capacities in the individual rises rapidly up to the twentieth year and then declines very gradually indeed,† and that the man or woman of forty-five

* In 1925-26 the benefactions to American colleges and universities amounted to \$118,144,084. More than half of this huge amount, certainly, may be considered as coming from alumni gifts. See “Statistics of Colleges, Universities and Professional Schools,” U. S. Bureau of Education Bulletin No. 40, 1925-26.

† See, *Adult Learning*, by Edward L. Thorndike, Elsie O. Bregman, J. Warren Tilton and Ella Woodyard, 1928, The Macmillan Co., New York, graph on page 127, “The General Form of the Curve of Ability to Learn in Relation to Age.”

is quite as capable of learning as the youth of sixteen or seventeen.

Professor Thorndike's results have been borne out, particularly in recent years, by a rather subtle change in the relation of college graduates to their institutions. Thoughtful university executives and alumni officers are beginning to sense a new desire on the part of college graduates for intellectual contacts with their institutions. This interest has been developing slowly and naturally, though for the most part it is still inarticulate.

The accomplishments of the organized college graduates up to the present time have been far from inconsiderable. Alumni associations in some of the older universities are over a hundred years old; in fact, the first effort of which any record exists was the establishment of class organizations at Yale in 1792. For many years the idea developed slowly and consistently. At the beginning of the present century most of the larger universities had some form of alumni organization functioning with a certain degree of effectiveness. Very few institutions, however, had gone so far as to appoint a full-time alumni executive officer; in fact, the first alumni secretary was not appointed until 1897 at the University of Michigan.

The last twenty-five years, however, have witnessed a remarkable expansion. At the present time there are few American colleges or universities without an active alumni body which maintains a full-time alumni executive. In many larger institutions there may be several officers in charge of various phases of graduate activity, such as the alumni secretary, the director of the alumni fund, and the editor of the alumni publication.

With this rapidly developing interest, it was entirely logical that a national organization of alumni officers should arise. This came in 1913, when some twenty alumni secretaries met at Ohio State University and organized the Association of Alumni Secretaries, which became in 1927 the American Alumni Council. This body now includes active alumni officers, of all types, from some 250 American colleges and universities, and represents in a sense

the collective interests of the college graduates in America. It was in the deliberations of this body that the first expression of a deeper and more fundamental graduate interest in the field of continuing education appeared.

The problem first came out into the open at the meeting of the Association of Alumni Secretaries at Lehigh University in April, 1925, in a discussion of the topic, "Educating the Alumni,"* by Levering Tyson, Director of the Home Study Department at Columbia University, and a former president of the Association. He first raised the question whether there was a real demand on the part of college graduates for a continuing educational effort.

The commercial correspondence schools indicate such a demand on the part of the general public, but so far the academic institutions, in his words, "have left to these concerns which are lining the pocketbooks of stockholders an important duty to the American adult public which it is the function of the educational institution proper to perform."

If we acknowledge that our alumni need "educating," what further proof do we require that the educational system and practice that has been in vogue for so many years is inadequate or has not kept up with the demand of the times? Today we are crying out of one side of our mouths to be educated and out of the other against change in a system which made us what we are and left us unsatisfied.

In another place the same speaker suggested that our educational institutions exist "for disseminating information and adding to individual knowledge. Traditionally they have been engaged in working exclusively with the younger generation as providing the most insistent problem. As a group we ought to stand as ready witnesses that no longer shall the limitation be imposed as strictly as it has been in the past. . . . If there is a sufficiently large number of alumni who want this service from our educational institutions, it is up to the alumni organizations to prove it. Tell them in emphatic language, 'Don't just educate us—keep us educated.'"

* See successive annual reports of the Conferences of the Association of Alumni Secretaries (to 1917) and the American Alumni Council (1928-29).

This first open statement to alumni officers was followed by short reports by the officers in charge of the plan for alumni reading and study at Amherst, the alumnæ conferences at Vassar, and the development of alumnæ directed reading at Smith—all efforts in the field of continued alumni education.

The following year a symposium on "Educational Relations with the Alumni" brought to the Conference at Columbus, in April, 1926, Professor William J. Newlin, of Amherst, Chairman of the Committee on Alumni Relations of the American Association of University Professors, President Harry A. Garfield, of Williams, and President C. C. Little, of Michigan.

These speakers were particularly concerned with alumni education as a possible support for an improvement in the educational effort within the college or university. The emphasis was upon the undergraduate program as it might be improved through intelligent co-operation from the alumni. Professor Newlin's two problems, however, are significant: "to get the institution to improve the quality of its main product until this staple *can* compete reasonably with the side lines; and to arouse among the alumni an active participating interest in this new endeavor."

This is one real justification for an alumni educational program. Addressing the alumni officers directly, Professor Newlin said: "Just as rapidly as your institution succeeds in featuring learning within its walls, you too must feature it without its walls. . . . The college can make a start alone, but it cannot go far without aid. It is always dependent upon alumni co-operation and support. . . . You must bring [the alumni] to the college, or take the college to them, until they can really get acquainted with it again."

President Garfield expressed the same idea, presented from the point of view of the college president. "We cannot carry on the great tasks committed to our hands unless we know that we are serving our day and generation in an educational way, and we cannot perform that service satisfactorily until we know what sort of impression the things that we have to propose are making upon the minds of those who are furnishing support to our colleges, moral support or the support of contributions."

Certainly these statements indicate an important reason for an educational program for the alumni. But the question of an effort to reach the college graduate on the basis of his intellectual interests and needs, as an objective in and by itself, irrespective of its relationship to the undergraduate program, was suggested only by implication.

It remained for the question to be stated once more in a more significant form at the meeting of the Association of the Alumni Secretaries held in 1927 at the University of North Carolina, by Mr. Morse A. Cartwright, Executive Director of the American Association for Adult Education. There, in an address on "Education as a Continuing Process," he threw out the challenge: "Must we not have a new and different conception of the university alumnus? . . . The alumnus of the future may feel the emotional pull at his heart-strings that is the concomitant today of enthusiastic membership in a collegiate alumni body, but in addition he must feel simultaneously a great desire to belong to his university intellectually and to care for her on that basis."

Then he made this significant statement: "But, you ask, 'Will alumni submit to this form of intellectual stimulation?' Take my word for it—they hunger and starve for cultural self-expression. The sordidness and mental stagnation of economic competition after a few years cause college men and women to revert in thought with utter longing to the golden days of college years."

While these speakers may perhaps be said to have struck the keynote over a series of three years, in advocating the development of a distinctly educational program in the whole field of alumni relations, references to the idea on the part of alumni officers in the general program grew more frequent until it may be said that the recognition of this problem became an undercurrent in the discussions. Certainly this was true at the meeting held at the University of Minnesota May 3 to 5, 1928, when formal action was taken by the alumni officers, newly organized into the American Alumni Council. This action took the form of a resolution authorizing the establishment of an "Aims and Policies Committee," which among other duties was charged with suggesting oppor-

tunities for the organized alumni of American colleges and universities to participate more actively and helpfully in the educational and administrative life of the institutions from which they have been graduated.

More direct in its reference to an alumni educational program was the following resolution:

RESOLVED, That the Aims and Policies Committee of the American Alumni Council be authorized to co-operate with, or enlist the co-operation of, any educational agency or organization (the American Association for Adult Education, for example) studying educational or administrative problems touching upon the alumni field; and to co-operate in any institutional project, such as that being conducted at present by the University of North Carolina under the leadership of Daniel L. Grant, former president of the Association of Alumni Secretaries.

RESOLVED, That the Aims and Policies Committee be, and is hereby, directed to give attention to the problem of the continuation of intellectual relationships between colleges and universities and their alumni, and to assist, under the special direction of the Executive Committee, experimentation among members, which is designed to facilitate the solution of this important problem.

Robert Sibley (California)

J. L. Morrill (Ohio State)

Levering Tyson (Columbia), Chairman

It was this official action and the fact that the first investigation in the field of continuing education for college graduates had been undertaken by an officer of the organization, Mr. Daniel L. Grant, with the support of the Carnegie Corporation, which led to the joint meeting at Vassar College of the Aims and Policies Committee and the committee of college presidents representing the American Association for Adult Education. The fact that the expense of this meeting and the subsequent investigation which grew out of it was borne by the Carnegie Corporation evidences the interest of this body in alumni education as a significant part of the whole development of adult education. For some years it has been active in this field, especially in the establishment and encouragement of the Association for Adult Education. As stated by one officer, "if the graduates of our colleges and universities

are not interested in a continuation of their education there is something wrong in the whole conception of adult education.”

Even though the major emphasis of the general adult education program is directed toward those who have not had the privileges of a college training, some effort should certainly be made to form an educational contact with those who have already progressed a certain way upon the educational highway. The modern industrial system is providing an increasing allotment of leisure time, a release which will be felt by the executive as well as by the workman. The question how this leisure shall be occupied is becoming of fundamental importance in the welfare of the nation. This is as true for the educated man or woman as for those who have been less fortunate in their educational privileges.

III. VIEWS OF COLLEGE PRESIDENTS AND ALUMNI OFFICERS

Unquestionably the most definite result of the six months' investigation has been a demonstration that interest in the conception of a continuing educational program for alumni is widespread among college executives and alumni officers. It is equally true, however, that at present the alumni, collectively at least, do not understand the implications of the program, though there is a keen interest on the part of those to whom the suggestion has been properly presented.

The College President

College presidents everywhere, with one or two exceptions, have shown a thoughtful appreciation of the problem. They are aware of the possibilities of the alumni in the future of American education and are eager to develop ways and means to make this contact effective. For the most part they are keenly alive to the significance of efforts already under way and are ready to recognize the fact that indeterminate or even negative results at first are not necessarily discouraging. President Hopkins of Dartmouth, President Hibben of Princeton, and President Aydelotte of Swarthmore all said that in their meetings with alumni they sought to present fundamental educational problems as they affected the institution, with the gratifying result that their hearers always revealed a deep and stimulating interest. Though their own personal interest in athletics was well known to the alumni, these college presidents all took occasion to say that they very rarely discussed this topic, finding that their graduate audiences were always satisfied with their presentation of the more immediate intellectual and educational concerns of their institutions. President Hibben said frankly that of late he found himself discussing matters with the alumni which he would never have thought of mentioning twenty years ago. In fact, almost all the college execu-

tives were in agreement on this changing temper and new orientation. It needs only to be recognized and developed.

From public statements and from personal interviews one may gather certain conceptions held by many of the progressive college and university executives.

1. The alumni are recognized as a part of the college and university body.

2. Graduate co-operation in the educational and intellectual interests of the institution, particularly in this period of changing orientation, not only will be welcome, but is considered an obligation, provided proper avenues can be found for its expression.

3. While the obligation of the alumni to furnish support, particularly financial support, is thus recognized, the duty of the institution to aid the alumni in their intellectual interests through advice and personal assistance is also very generally accepted.

Interesting in this connection is a series of answers by various college presidents to the question, "What should a university expect from its alumni?" The statements formed part of a symposium at the ninth annual convention of the Cornell Alumni Corporation held at Washington November 30, 1928. The fact that an alumni body should thus seek an authoritative answer to this question is in itself indicative of a new interest. No less significant were the replies. President Nicholas Murray Butler stresses the organic relationship between the institution and its graduates:

At Columbia University it is an established doctrine that an alumnus is in continuous and permanent membership with the university, that he is entitled to look to it for advice and helpful co-operation in his own life endeavors, and that it is entitled to look to him for kindly, constructive and helpful counsel and criticism. We lay the least possible stress upon the obligation of the alumni to make benefactions.

President John Grier Hibben of Princeton makes the same point:

In my opinion the alumni, while leaving their Alma Mater physically, do not sever their connection with the university but remain a part of it in spirit, and therefore should maintain an intelligent interest in every endeavor of the university to advance its intellectual, moral and spiritual life.

Former President Ray Lyman Wilbur of Stanford emphasized the importance of graduate support in this era of educational change:

Higher education must advance rapidly with our changing and growing civilization. The alumni can be most helpful to their universities by supporting the faculty, by looking forward and not backward in education, by reducing their emphasis on the side shows which have a strong emotional appeal and by visualizing the great services possible to the future of our race through universities serving as pools of trained brains working with good equipment where those who are most capable may be developed and thoroughly trained.

President Ada Comstock of Radcliffe suggested two forms of service:

(1) By representing the institution truly to the community in such a way that the students best qualified to profit by what it has to offer are attracted to it. (2) By interesting themselves in the educational system of this country and together constituting a kind of bodyguard for its defense and its improvement. It seems to me highly important, both to universities and to the general public, that such questions as these should have frequent and full discussion.

Miss Comstock's emphasis on an educational interest was echoed by many other college executives. Thus Chancellor Samuel P. Capen of the University of Buffalo suggested that the next step "should be a constant effort on the part of universities to interpret to their graduates their current educational policies and their plans." President Harry W. Chase of the University of North Carolina felt that the institution had a right to expect, "first, a sympathetic attempt to keep in touch with and understand its problems, second, support of its constructive projects, third, recognition of the fact that it is primarily an educational institution." President Kenneth M. Sills of Bowdoin answered that a university "should wish its alumni to understand that their university first, last, and all the time is an institution of learning, and that the contribution it makes to American life must be considered very largely from that angle." Charles A. Richmond, former President of Union College, says: "There is an increased desire on the part of many of the alumni to encourage research and

to stand behind the faculty in their effort to stimulate intellectual life. It is here that the co-operation and the advice of older and wiser men are most needed." President John G. Bowman of the University of Pittsburgh sums the matter up in one sentence: "The greatest service of alumni to their college is that they themselves live the life which they want the institution to stand for."

From President Ernest H. Wilkins of Oberlin, however, comes what is perhaps the most careful and comprehensive summary of the ideal relationship between college and graduate:

The college owes to its students the foundation of a habit of self-education which will continue through life. The college owes to its alumni the reinforcement of that habit through continuous educational suggestion and inspiration. The alumni owe to the college first, the clear recognition that the educational endeavor is the central endeavor of the college. Second, alert interest in alterations and improvements in the educational policy of the college. Third, support of the educational endeavor by making clear to the public and to prospective students the fact that the educational end is the central thing. Fourth, since our national system of college finance is based on the theory that college students are not to be expected to pay the full cost of their education, alumni who believe in the college and are financially able owe it to the college to make up the difference and to provide a margin for experimentation and advance.

In a statement made immediately following his election to the presidency of the University of Michigan on October 4, 1929, Dr. Alexander G. Ruthven discussed at some length his conception of the relationship of the university to the alumni. It is his feeling that "although the extent to which the alumni would welcome and make use of educational facilities, if these were provided, is not known, there is an expression of interest which justifies experiments in this field." As an outline of a possible organization of this effort (which has since been inaugurated), President Ruthven said:

If the University can be of assistance to alumni by continuing their education, it is admittedly under some obligation to provide this service, since—as generations of educators have been informing graduating classes—their education is not complete and they are graduating into, not out of, the university.

Granting a demand for educational service on the part of the alumni and the right of the university to provide it, there remain to be determined only how and to what extent this aid may best be given. Here we have little experience to guide us. It would seem evident that the entire problem should be studied in detail under a qualified university official, that the project should be considered both as a service and as a research problem, and that the service activities should be largely, if not entirely, self-supporting.

The University should have a division of alumni relations under a qualified director, working in close co-operation with other units. His function would be the study of the whole problem of adult education.

College Officers

What is true of the college presidents is true of many college officers and the leading spirits in various faculties. It must be acknowledged, however, that interest in alumni education is lessened in proportion to the extent to which the individual is absorbed in the problems of his own field. The college presidents and deans, who by virtue of their position are thinking in broader educational terms, are alive to the fact that "learning which is discontinued when one leaves school has been for the most part wasted effort."* Fruitful suggestions, however, have come from leaders of opinion within the faculties.

In many cases the officers in charge of extension work have been particularly alert to alumni contacts, though many have frankly acknowledged that it may be difficult sometimes to incorporate the individual and personal element, which looms large in this alumni program, into activities based mainly upon the idea of a formal program for credit. The average college graduate unless he has a distinct vocational objective is less likely to be interested in formalized instruction with a modicum of university credit as a reward. He wishes to work or play (it depends upon the point of view) at his own pace, and regards the work itself and the knowledge gained as sufficient reward. Many extension officers, however, are aware of this element in the problem and are prepared to modify their procedure, if the demand arises for this type of educational contact.

* Everett Dean Martin, *The Meaning of a Liberal Education*, p. 310.

As for the average member of a college or university faculty, it must be acknowledged that very often he is quite as much in need of education as to the significance of this effort as is the alumnus. The reasons are not far to seek. Rightly or wrongly the average teacher is interested primarily in his own field. He leaves the broader educational problems to the college president or dean. The result is a distinctly narrower view of some of the fundamental ideas which are agitating the college world. Moreover, he feels that through his personal contacts with his former students he is already carrying on an educational program in continuing intellectual contacts. That there is real justification for this view is proved by inquiries made at different institutions where certain teachers report letters from alumni varying from only four or five to three or four hundred each year. The result of such work on the part of the individual teacher is of course incalculable, but there is evidence that the educational interests of our institutions are often carried to the alumni upon the ideal basis of personal contact between the teacher and his former pupils.

Thus at the College of Wooster twenty-two members of the faculty were interviewed with regard to their educational contacts with the alumni. It was found that many of them were in touch with individual graduates and that almost all of them were willing to take a larger share in developing further contacts.

At Bowdoin also an inquiry among the members of the faculty showed that some of them at least were keeping up alumni contacts; a few, however, did not approve of encouraging alumni inquiries. The questions asked follow, with the number of favorable and unfavorable replies indicated:

1. Do you occasionally receive requests from alumni asking for suggested readings, advice on problems connected with your department, or opinions on questions of any sort?
Yes (13) No (3)
2. If so, about how many such requests come to you each year?
(Average 6 or 7)
3. Are you able and willing to answer the greater part of these?
Yes (All)
4. Would you approve of encouraging alumni to refer to you for advice along lines connected with your department? Yes (11) No (4)

In answering the second question the college librarian reported "many" requests, while another teacher said that "a dozen or so" alumni wrote to him for information in his own field, with a much larger number asking information on "questions of any sort."

A fifth question asked for comments. These varied from fullest sympathy with any effort for stimulating faculty contacts with alumni, to doubt as to their desirability or usefulness. Thus statements like this, "I believe our interest in Bowdoin men should not cease when they graduate," or, "I think it a very valuable thing for the college to have as many inquiries as possible made by the alumni and believe such procedure would do the faculty much good by keeping them in touch with the problems of people out in the world," are balanced by replies of this type: "Why every college should run an information bureau I don't see," or a statement indicating that while the writer would be glad to help a former student in any way, he does "not feel that it is the function or duty of the college professor to offer cultural reading lists or anything of the sort to alumni." One teacher replies, "any one who has real teaching enthusiasm and zeal never puts a limit to his efforts aside from his own strength and knowledge," but another suggests that "an alumnus with a spontaneously generated question will write without any extraneous encouragement," and another writes: "I should hope that college graduates would have the intelligence to avail themselves of such aid when needed without one more organization to see that they do it."

The special difficulty of the scientist is suggested in a reply from a teacher who says, "To answer such questions properly may take several days of reading and work. The type of question I get now is never how a man can improve his mind by reading, but things like 'what is the best way to cure fish?'"

A similar inquiry at the University of Kansas brought practically the same results. Of twenty-six instructors replying, all but four were in contact with former students through letters, although some reported that such letters were rare. The Department of Education, however, reported personal contact with over five hundred former students, the correspondence relating to questions

of best professional practice, to graduate studies, to professional advancement, and to intimate personal problems. The Director of Athletics reported letters from two hundred alumni, not only regarding improvement of coaching technique but also regarding professional and cultural development. Aside from these departments the average number of replies received annually by the teachers was about fifteen, the report of one teacher who received seventy-five being balanced by several who reported only two or three such letters.

Apparently few of the requests were for personal and cultural development. Most of them were in regard to graduate studies or asked for advice in vocational or professional fields. The following comment from a teacher is representative: "I receive many letters from former students during the year and also a good many personal calls; probably not more than two or three a year, however, are definite consultations in regard to the continuation of their education after graduation." The representatives of the School of Business Administration, the Department of English, and the Department of Fine Arts, however, find they have a certain number of requests from alumni interested in cultural development. One teacher analyzes seventy-five inquiries received under the four following heads:

- a. Occasional inquiries regarding research problems in which former students have become interested.
- b. Inquiries regarding methods and material for courses which former students are teaching in high school.
- c. Inquiries asking for recommendations as to how to meet specific problems in the teacher's special field.
- d. Inquiries regarding recommendations for all sorts of jobs which former students are seeking.

This hesitant acceptance, on the part of many faculty men, of a program addressed to the alumni which must depend to a large extent upon the co-operation of the individual teacher, is perhaps natural. In the opinion of President Pease of Amherst, the college teacher feels with some justification that he has a full-sized task before him every day in the week in his work with the

undergraduate, that time and effort spent in seeking to develop contacts with the alumni, particularly through correspondence, might better be spent in establishing personal relationships with students. From the point of view of the older conception of a college course the argument is unanswerable. But if one conceives of the four years at college as one phase of a lifelong educational experience, it is easy to understand that a certain measure of responsibility for continuing education must rest with the teacher, that certain adjustments to meet this demand will have to be made by the institutions, and that the work which so many college teachers are already carrying on with their former students should receive not only formal recognition, but encouragement.

Alumni Officers

Corresponding to the realization on the part of college heads of the significance of a continuing educational effort for the alumni is the response on the part of the alumni, as organized bodies and as individuals. In many institutions, though not in all, the active alumni executives are furthering the idea with all the means at their disposal and are seeking ways to carry out definite experiments in the field. A number published in full in their alumni journals the statement "Adult Education and the Alumni," prepared by the Aims and Policies Committee of the American Alumni Council and submitted at the Vassar conference, while others have made generous excerpts for the benefit of alumni readers. The following quotations from various alumni publications must be taken as evidence of a somewhat general attitude.

Thus in discussing the whole topic the editor of the *Cornell Alumni News*, August, 1928, observes:

There is a rising feeling almost potent enough to be called a conviction, that many alumni of many colleges are intellectually competent and worthy of a closer and more equitable relationship with the college; that the college owes them a greater return for their interest; and for the developing of that interest, for its own good, should build for the exchange of amenities a two-way street over which the alumnus could continue, after graduation, to receive certain services looking toward his intellectual preservation.

At Oberlin the editor of the *Alumni Magazine*, March, 1928, asks:

Should a college wash its hands of its students upon commencement day? Should the young graduate sing, "goodby teacher, goodby school" and the rest of the ditty with which most of us are familiar? Or is there a mutual obligation that should carry on through the years? Ought a college systematically to assist its alumni in a continuing education? To what extent does the alumnus owe a debt, financial and moral, to his alma mater?

These seem pertinent questions. In another issue the editor calls particular attention to the prominently displayed epigram, "*Don't just get educated; keep educated*," expressing a hope that it "caught your eye the first thing as you looked at the page, and dented your consciousness sufficiently to cause you to stop and ponder over it."

An editorial in the *Rutgers Alumni Monthly* for February, 1929, says:

Rutgers along with about fifty other colleges and universities recognizes that she has a real educational obligation to her alumni. These colleges have become convinced that learning has exactly reversed itself since Methuselah was a boy—he didn't have much to learn and he had a long time in which to learn it. The problem to-day is to learn from the experiences of others—otherwise by the time one graduates from the school of experience one is too old to put the knowledge into practice.

At Grinnell College the editor of *Grinnell and You*, March, 1929, suggests to his alumni readers that:

Education moves too fast for anyone to say that he has got his degree or finished his education. Any degree, whether it is A.B. or the august Ph.D., is after all only one degree up, and is still a long way from the boiling point. . . . The theory that college education was something which was pumped into you for four years, and which you could keep on spouting for the next forty, has gone into the discard. We are about to consider education as a life-long process, beginning, as some one has said, when the nurse leaves and not winding up even with the day of judgment.

In even more picturesque fashion the editor of the *Alumnus* of Iowa State College brings the question home to the alumni in the form of an advertisement (March, 1929):

Do you boil eggs?

How about "nerve-blocking" in surgery?

Do you use minerals in feeding your hogs?

Do you design concrete the way "Kirk" taught you?

YOUR EDUCATION DID NOT CEASE WHEN YOU LEFT IOWA STATE

No college man or woman can afford to lose contact with Alma Mater. Iowa State hopes to continue to be of service to you forever. Are you profiting by the new truths which are being discovered every year by the research men on the campus?

THE GENERAL ALUMNI ASSOCIATION

Is the connecting link between the Iowa State men and women who have left the campus and those who are still upon it.

At Pennsylvania State College the editor of the *Alumni News* observes:

There is apparently a growing impression among alumni that the only time the administrations and faculties want to have them around is when the alumni can give something to Alma Mater. Now this group decides it wants sincere attention on the part of the administration and faculty. The slowness of those in charge of our colleges and universities to grasp the significance of their steadily increasing graduate and non-graduate bodies is responsible for this condition and for what the Committee describes as the *quid pro quo* alumnus. Rightly or wrongly, many of those who have attended college not only question the value of their old experience, but the value of higher education in general as it is conducted at present.

He says, furthermore, that if the agencies represented at the Vassar conference "can point a way to the adoption of some practical plan to bring about further intellectual achievement among the alumni through their respective institutions, it will be an epochal step leading to manifold benefits."

The policy of the Bowdoin alumni organization is suggested in an offer for co-operation between the University and the alumni in the *Bowdoin Alumnus* (November, 1928):

The Bowdoin alumni authorities do not wish to cram anything down the throats of the graduates and they do not propose to set up a post-college system of education. They wish merely to act as an intermediary between alumni who desire to read and the faculty, who are in a position to tell them what they will find most useful and most interesting in the subjects they wish to follow.

From Georgia Wesleyan at Macon, Georgia, comes the following query in an editorial, "Have You Education Enough?" published in the *Wesleyan Alumnae*:

The college which gave you your intellectual training is the logical source of supply for your intellectual need today. What is that need? This is for you to say. Is it for your leisure, or for your general stimulation, or for your professional guidance?

Quotations of this type might be multiplied. While not all alumni officers have so definitely committed themselves to the program, their hesitation is based upon lack of understanding rather than upon any active opposition to its implications. Thus one secretary from Maine writes, "Even now I am at a loss to give any intelligent comment upon this continuing education program," while another from Virginia writes: "Of particular interest to many was the review of the present status of alumni associations. . . but I am still hazy about the specific program for continued educational contacts with alumni." Another southern secretary, from North Carolina, writes:

There are some aspects of adult education and the intellectual relations of alumni which I do not fully appreciate as yet; therefore, I have refrained from comment pro and con until such time as I feel secure in whatever position or attitude I take. In other words, I agree with the theory of the entire proposition, but I am not sold on its practicability.

A distinctly doubtful note is struck by an alumni secretary in a university in New York State who is also a member of the faculty:

As for your hope of carrying intellectual interests to alumni, I am heartily in favor of it, though I doubt its success; and I think one of the chief reasons for my skepticism lies in the fact that there are other agencies more conveniently located and better equipped for such work, which can and are giving alumni almost everything the college is in a position to give them after they have left the campus.

It will be observed that these excerpts, while they reveal on the part of the active executive officers a receptive attitude toward the fundamental idea, indicate as well a natural uncertainty as to the proper ways and means for developing a program. This very uncertainty suggests that in some measure the impetus

for such an effort should come from the institution in co-operation with the alumni organization.

In their general attitude, too, these officers represent the attitude of the presidents of the alumni organizations. While it has been more difficult to get definite expressions of opinion from alumni presidents, we have evidence, in certain institutions at least, that they are seeking a more distinctly educational objective as a fundamental background for the activities of their associations. The president of the alumni organization of one of the large urban universities writes, apropos of his accepting the office: "I felt that the alumni work was slowing up if not almost coming to a halt. . . . If something constructive could not be found, the large amount of time spent in alumni work would probably not yield much in the way of dividends." At the University of Michigan, President E. J. Ottaway of the Alumni Association, in formulating the idea of the Alumni University, has stated more than once his conception of the reciprocal responsibility between the institution and the alumni body. In an official statement issued to the alumni in April, 1927, he said: "The so-called alumni program is in reality a university program. It is part and parcel of President Little's program to make of Michigan 'an Alumni University' to bring the alumni and the university in closer touch with each other, to find what the individual graduate is interested in, and how the university can help develop these interests. . . . The program is designed to draw out suggestions as to what the university can do for alumni as practicing lawyers, physicians, educators, engineers, business men."

At most of the women's colleges the alumnae presidents are particularly interested in establishing alumnae contacts on an educational basis. Mrs. Robert M. Blackall, of Radcliffe, has been very active in developing the alumnae conferences which have been held at Cambridge. She has written, "I want to carry on still further the discussion of informal education for our alumnae and alumni. It was the most encouraging thing imaginable . . . to realize that we might, before long, be swung out in a main current instead of working alone."

IV. THE ATTITUDE OF THE AVERAGE COLLEGE GRADUATE

Although individual alumni everywhere have shown a definite response, which augurs a more general acceptance of the new intellectual relationship, when the premises upon which it rests are more fully understood, it may be said that up to the present time very little effort has been made to present any concrete plan to the organized alumni bodies. Attempts have only recently been made in a few institutions, such as Amherst, Michigan, Lafayette, Smith, Radcliffe, and Vassar, to ascertain the attitude of the college graduate toward the fundamental conception. It is significant, however, that those best informed are convinced of the existence of such a demand, vague and unformulated though it may appear. There is general agreement that the one-time alumni preoccupation with athletics is being rapidly modified by the development of a new and more constructive attitude. This is expressed in a letter from President Hopkins where, in reference to the very successful alumni program at Dartmouth which incorporates the alumni into the whole educational scheme perhaps more effectively than does any other American institution, he says that "the alumni meet us more than half way in all we do."

Both college executives and alumni officers, however, are quite prepared to say that any educational program for the alumni will appeal only to a limited number, and that, certainly at first, not a very large proportion of the whole alumni body. Nevertheless they all find a type of interest everywhere which ordinarily has small opportunity for expression under the present scheme of alumni relations. The graduate who is absorbed in athletics or the physical development of the institution usually finds a ready avenue for the expression of his ideas, while the graduate who is concerned with deeper and more fundamental cultural and educa-

tional problems as they relate to the institution, is more apt to sit in a corner at an alumni meeting without voicing what he is revolving in his mind. It is the latter who approaches the representatives from the university with searching questions after the meeting is over, or who writes frankly on occasion to his old friends on the campus. College and university representatives at alumni dinners will grant the existence of such an inarticulate element which might be made vocal, if adequate means were provided.

The enrollment of the alumni in extra-curricular courses in certain institutions also gives some idea of the possible graduate reaction to an educational effort directed toward the college graduate. Extension officers in institutions as widely varied as Columbia, Cornell, Iowa State and Oklahoma report that while their efforts are not directed primarily or even secondarily toward their own graduates, or college graduates in general, nevertheless the support received from individual alumni has a marked bearing on their success in organizing educational programs in different communities. Especially significant is the large proportion of college graduates in Columbia University's home study division (carried on as a part of the extension program). During the year 1928-29, 9,282 students were enrolled, who paid just as high fees as the regular students for the work offered although they received no college credit. Of the total enrolled last year, 69% either had received a college degree or had pursued some work in a regularly recognized college or university and were therefore to be considered as college alumni under the modern interpretation of that term. A similar effort in Cleveland College (a development of the extension department of Western Reserve University) showed that of 3,232 students in 1927-28, 1,466 had had previous college experience; of this number 450, or 14%, held college degrees.

Most valuable as evidence of a fundamental alumni interest in any program for continued education are certain questionnaires which have been addressed to sections of the alumni in different institutions. Inquiries of this type have been carried out by Daniel L. Grant under the auspices of the Committee on Adult Education at North Carolina and by the University of Michigan in an effort

to ascertain the possible degree and kind of alumni interest in a program for continued education.

The inquiry undertaken by Grant sought to ascertain what educational opportunities the alumni most interested in an intellectual contact with their institution have been using. His questionnaires were distributed to alumni in fourteen different colleges and universities through the alumni officers and were varied as to age groups and sex. No effort was made to reach the average alumnus: it was frankly an inquiry among the graduates likely to be interested.

Of the 3,675 questionnaires distributed, 1,100, or 28%, were returned, although some were incompletely filled out and only 951 were available for study. Sixty-five per cent were from men and 35% from women; approximately 60% of those replying had received degrees in arts whereas 40% reported exclusively professional degrees; 31.2% were engaged in some form of educational work, and at least 60% were engaged in intellectual pursuits.

Of the 951 who replied, 271, or 28.5%, had utilized extension courses, and of this number only 103 reported any cultural extension studies. Sixty-two per cent reported membership in societies or organizations primarily educational, while 43% were members of organizations primarily cultural in aim. A total of 513, or 54%, of those replying acknowledged some sort of hobby or avocational interest. Of these, 27% were interested in round-table discussions; reading, study and investigation occupied the extra time of 18%; music clubs 10%, drama clubs 9%, church and social groups 7.5%, musical and theatrical programs 7.2%, historical societies and similar clubs 4.8%. As regards reading habits only 5% report that they read no general books; for those who do read, the average is about nineteen books during the year; only three reported more than 150 books. Women read far more than men. Eighty-nine per cent read on the average four and one-half magazines, while 721 read more than three professional magazines or publications. The most popular general magazines are the *Literary Digest*, the *Saturday Evening Post*, the *National Geographic Maga-*

zine, the *Atlantic Monthly*, the *American Magazine*, *Harpers*, *Time* and *Good Housekeeping*.*

Two separate questionnaires have recently been sent out to portions of the alumni body of the University of Michigan in an effort to discover how the average graduate is likely to react to an alumni educational program. The first inquiry was addressed to some 2,000 alumni whose names begin with A or B, with no other attempt at selection. The questionnaire was a somewhat elaborate one. It was not only preceded by an introductory letter, but was accompanied by a letter, signed by the president of the University. Later a follow-up letter was sent, together with a still later postal card to those who failed to reply. The result was practically a fifty per cent return from the alumni who received these questionnaires. A preliminary analysis of the first 733 replies received showed that 557 men returned the questionnaires and 176 women, or 24%. This represents approximately the proportion of women included in the alumni roster of the University. For the entire group replying, the average number of years since graduation was slightly over eighteen; 296 were graduates of the Literary College, 128 of the Engineering College, and 104 of the Law School; 44 were graduates of the Medical School.

A leading question with a special bearing on the present inquiry was: "Has the University helped you as an alumnus?" To this 225 answered "yes," while 261 answered specifically "no"; 247 made no reply. Those who answered affirmatively estimated the more important forms of service as follows: through the prestige or reputation of the University, 55; through social contacts made at the University and since, 33; through its employment service, 29; as a source of information, 19; through faculty contact, 17. Perhaps more suggestive of the present temper of the graduates were replies of 158 alumni to the question as to how the University could be of more service to the alumni. The most frequent sug-

* A comparison of the reading done by this highly selected group with that of an average group of 535 alumni, as indicated by an investigation made in 1926, shows that approximately the same magazines are read by the two groups but in a different order, viz., *Saturday Evening Post*, 179; *Literary Digest*, 153; *American*, 121; *National Geographic*, 101; *Atlantic*, 71; *World's Work*, 34; *Collier's*, 33; *Time*, 31.

gestions were: extension courses for alumni, 29; reading outlines, 22; correspondence courses, 14; bulletins on research, 12; more alumni organizations, 12. These recommendations, however, by no means cover the wide range of suggestions made in answer to this question.

A somewhat larger response was received to a question as to whether the alumni were interested in guidance in further reading and study; thus 97 expressed a wish for assistance in literature only, 108 in science and 80 in other single subjects, while 47 expressed a wish for guidance in literature along with some other subject, and 65 expressed an interest in science with some other subjects. In all, 217 expressed an interest in literature, 230 in science, and 301 in other subjects. Many of the replies indicated that they were from persons interested in continuing their studies along the lines in which they were working, but as many, or possibly a larger number, who replied, indicated definite interest in reading not directly associated with their present occupation.

Professor C. S. Yoakum, in analyzing these replies,* suggests that in general he "would lean toward the feeling that the University as a whole could be of greatest service in maintaining that cultural and general interest in human affairs which it is supposed to foster during the period of residence. It would seem to be of lesser importance to undertake to maintain a service for the alumni which bore specifically upon their present occupation."

While there was a large proportion of failures to reply to these questions, the replies received indicated an active interest on the part of from 10% to 15% of the total number to whom the questionnaires were originally addressed. For various reasons the promising alumni contacts which some of the replies offered were not followed up until some eighteen months later. Personal letters were then addressed to 469 of those who had answered the questionnaire. These resulted in 42 favorable replies from 34 men and 11 women. In practically all these cases the University was able to be of distinct service, furnishing reading lists, in some cases preparing special bibliographies, and giving informa-

* *The Michigan Alumnus*, March 31, 1928, p. 518.

tion on special points, or even sending special material where information in a specific field was desired.

It is perhaps of significance to note that of those who replied, over three-fourths were graduated between the years 1900 and 1920; 17 of these requests were in regard to general cultural subjects and 30 were distinctly vocational.

Several reasons may be advanced for the undeniable fact that the final results of this effort were not particularly impressive. In the first place it was a first attempt on the part of the University and the questionnaire was long and involved. In the second place no machinery had been set up at the time the replies were received to handle the various types of requests. This led to a delay in replying which possibly cooled the ardor of many of those originally interested.

A second questionnaire sent to 8,915 graduates of Michigan, men and women living in and around Detroit, during the spring of 1929 brought responses which indicate what the attitude of an average alumni body toward a particular undertaking in continuing education is likely to be, as well as possible avenues for the expression of this interest. The questionnaire was much shorter, comprising only five questions, and the alumni were addressed only once. A total of 584 replied, or 6½% of those addressed. Of those replying, 82% were men and 18% women; only 8% graduated before the year 1900. Over one-half, or 343, were graduates of the Arts College, with 115 from Engineering and Architecture, 64 in Law and 31 from the Medical School. The first question was as follows:

Do you feel, in accordance with this conception of an alumni university, that our American universities are under any obligation toward their graduates to stimulate and foster a continuation of the educational and intellectual interests (recreational and informative) which were begun during undergraduate years?

The replies were as follows:

Yes.....	348	59%	
No.....	124	21%	
No Answer.....	112	20%	584

More significant was the response to the second question:

Would you, without material obligation on your part, be interested personally in the development of a further relationship with Michigan based upon these interests as well as upon your affection for old associations and the University's need of your support?

Yes.....	493	84.5%	
No.....	38	6.5%	
No Answer.....	53	9.0%	584

The third question was somewhat more specific:

If you are interested, how, in your opinion, could Michigan best be of service to you in this relationship? In your profession? In your avocations, your hobbies, if you will? Can such a relationship be developed upon a cultural, as well as a professional or vocational, basis? As a possible example, would you be interested in directed reading courses, or in the development of more personal relations with members of the faculties in special fields in which you are interested?

Professional.....	129	22%	
Cultural.....	97	16%	
Both.....	105	19%	
No Answer.....	253	43%	584

The special types of interest suggested under this question were as follows:

Directed Reading.....	201	
Faculty Contact.....	125	
Extension Courses, etc.....	55	
Faculty Lectures, etc.....	30	
Research Bulletins, etc.....	26	
Clinics, Conferences, etc.....	8	
Information Bureau.....	7	
Placement Service.....	3	455

Possible co-operation from the alumni themselves was suggested in the fourth question:

Do you feel that the alumni, as individuals, or organized in classes and Michigan Clubs, can be of service in such a program? How?

To the first question the answer was as follows:

Yes.....	399	68.0%	
No.....	33	5.6%	
No Answer.....	152	26.0%	584

The answer to the fifth question brought out the almost equal balance between cultural and professional interest. The question follows:

In what phase or phases of the University work would you be most interested provided that you could choose some of its activities for further study and for possible co-operation? This question is intended to bring out the side of the question which deals with your contribution to the working plan of the University just as the previous questions aim to ascertain the fields in which the University can serve you.

The possible fields for alumni co-operation suggested were:

Study Groups, Classes, etc.....	78
Promotion, Organization.....	70
Contribution of Material.....	22
Financial Support.....	8

The 320 whose interests were avocational or cultural indicated their preferences as follows:

Anthropology.....	1	Health.....	3
Archæology.....	4	History.....	27
Art.....	18	Languages.....	16
Astronomy.....	3	Literature.....	54
Biology.....	7	Mathematics.....	5
Botany.....	3	Music.....	6
Chemistry.....	4	Philosophy.....	29
Child Study.....	11	Political Science.....	14
"Classics".....	3	Psychology.....	24
Drawing.....	1	Public Speaking.....	3
Economics.....	29	Religion.....	3
Geography.....	2	Science.....	12
Geology.....	7	Sociology.....	23
Physics.....	1	Zoology.....	1
Rhetoric.....	6		

Those with a professional bent, numbering 231, expressed their preferences thus:

Architecture.....	10	Forestry.....	4
Business.....	56	Journalism.....	5
Dentistry.....	8	Law.....	40
Education.....	36	Medicine.....	25
Engineering.....	46	Pharmacy.....	1

The answers to these questions have been given somewhat in detail, since they may be taken to indicate the reaction of a rep-

representative alumni constituency. This group was chosen because supposedly it had been inoculated with the idea of the possibility of an intellectual relationship with the University through proximity to Ann Arbor, active alumni and alumnae organizations, university extension courses and discussions of University problems in the press and the alumni journal. For these reasons this large group seemed a favorable field for an inquiry of this type. The results indicate that there is a proportion of alumni in any given group who are interested in the possibility of an intellectual contact with their Alma Mater.

An attempt to ascertain the reaction of a typical group of college graduates toward a university program in guided reading was also made in Kansas City. Sixty graduates of a leading state university, a group with a wide distribution as to professions and as to ages, were asked whether they would be interested in such a program. Twelve, or 20%, replied that they would appreciate help of this type. Three doubted whether they had sufficient time to co-operate in such an undertaking.

Inquiries in other institutions have brought somewhat different results although the conclusions remain much the same. Last year about one-eighth of the graduate body of Smith College was receiving guidance in reading from the college faculty. Of 275 who responded to inquiries directed at random to Dartmouth alumni, over one-quarter indicated that they were utilizing the reading list program sent out by the college.

Somewhat less impressive was the result of an inquiry sent out at the University of Iowa. There an active alumni organization is just being formed; but they have no regular alumni journal. Presumably, therefore, the alumni in this case offer a more or less virgin field, yet of 2,750 who received the questionnaire, 143, or a little over 5%, replied. Of this number 126, or 4½%, answered that they would be interested in continuing intellectual relations begun during student years, 59 felt that they would like to develop these along the lines of intellectual recreation, while 88 acknowledged that their interest lay in a more practical vocational or professional program.

The most striking evidence of the interest of the individual alumnus in an educational effort of this type is shown in the replies of some of the alumni to these questionnaires. While it must be frankly recognized that in a measure these are selected, in that they are among the more careful replies, they are also fairly representative of a certain body of opinion, since in almost all cases a cross-section of the alumni body rather than a group selected because of its interest in continuing education was addressed. Thus we can take more or less at random the following statements received at institutions where inquiries have been made:

From an engineering graduate in '21:

Yes. Education really begins with commencement. The Alma Mater should have a continuation program available to those of her alumni who desire to continue systematic self-education.

A graduate of 28 years' standing writes:

If I could have contact with one man at the University (call him Alumni Dean, if you will) I could write him when I wanted to take up some line of study, or engage in some line of reading. He could then refer my inquiry to the proper person, who could give me the necessary information.

From a journalist, 1910:

I should like to see the present resources of the University in the line of my interests unlocked by intelligent, effectual research and published results. I have relatively little interest in reading lists, my problem being to read what I know I want to read and should read, but for which I lack time. More personal relationships, yes.

An engineer, 1915, is interested in cultural development:

Personally, I would be interested in my avocation or hobby rather than professionally. I would be interested in reading courses and the development of the art of writing. Also a better appreciation of the arts and music would be desirable.

A graduate of '94 desires faculty lectures:

I would enjoy a once-a-month faculty lecture, each professor having a chance once a year to present his own special subject up to date—just as a matter of information and of culture.

A recent graduate, '23:

A "human interest" research department would help. A place where one could take a problem for solution, whether it be a problem of business, science, or what not, and receive attention as nearly personal as practicable, either a direct solution, or good clear references to books or periodicals where the solution may be obtained. Directed reading courses, on the cultural side, would be very desirable.

From a college woman, '26:

Many *alumnæ* are married but have had no systematic education in the art and technique of housewifery. Courses could be organized along the following lines: 1. Home economics. 2. Child care. 3. Infant feeding.

V. SOME EFFORTS IN ALUMNI EDUCATION

While incorporation of the alumni into the educational program of American colleges and universities has not been carried very far at the present time, certain efforts here and there have significance for the future. Some of them indicate that favorable results may be expected from further experiments, while others must be taken as indeterminate or even negative.

Amherst

The first undertaking in this field to attract general attention was a plan for alumni reading and study, inaugurated by Robert A. Woods, '86, President of the Alumni Council at Amherst, in 1922. Former President Meiklejohn, in an address to an alumni and faculty group, set forth certain general principles which later experience there and elsewhere has supported. He pointed out the difficulty of securing the active co-operation of individual faculty men, already deeply engrossed in their own work with students. He recognized that too much special attention could not be given to any one individual, particularly if it was a question of technical advice or assistance in professional work. The effort, in his opinion, should be directed toward those Amherst graduates who "want general liberal study not too highly specialized, who can be bound together in groups so that they themselves as a group will study with each other, share their common interests and do it under our stimulation and direction."

If the idea developed as he hoped, he suggested the possibility of increasing the teaching force so that all those who participated in the course would be actual members of the college faculty. He then said further:

Finally, I believe this movement is simply one phase of a thing that is going to happen, either in this way or some other way or in this way plus some other way, just as sure as fate. This is simply one incident

in a demand which is now being made by our colleges upon themselves, namely, that the adults, that the men of affairs, that Americans who are engaged in carrying on the life of this country, shall be bound together into living associations by common ideals and common beliefs and common questions and common thinking. It marks the end of the day when men could talk of colleges as places of mere boyish association, as places of mere sentimental connection, as places where they were in their childhood. It means that America today, here in Amherst and everywhere else, is getting to understand that men, if they are to do what Americans have to do, must be living in great associations of ideas and thoughts and problems and attempts to understand.

The first reaction to the plan thus presented was most favorable. At a second conference, called a year later, it was found that more than a thousand replies expressing interest in the plan were received from a body of 5,300 alumni. This included 21% interested in economics, 14% in history, 11% in philosophy, 11% in science and 10% in literature. Twenty-seven per cent expressed interest in miscellaneous topics. As a result a registration blank asked for further detailed information as to the particular types of assistance desired. Two hundred and eighty-five replies were received. They showed a proportionately large number interested in literature and science. The groups interested in political science and religion also were larger (7% each), while this time only 4% were interested in miscellaneous topics.

As the first step in the program, book lists were carefully prepared by the various faculties for distribution among the alumni. It had been hoped that alumni centers would be formed throughout the country, but it was found that in only three places, New York, Boston and Amherst, were there sufficient numbers of interested alumni to justify the formation of study groups. The following year, or 1923-24, the number enrolled increased to 358.

Meanwhile a circular, sent to all who had registered, asked for suggestions or criticisms. Of those who replied, 70% were enthusiastic in their approval, 14% reported a failure to meet their needs, while 6% were disappointed in the development of the program and 10% merely hoped that they might participate actively in the future.

The suggestions thus submitted were eventually reduced to the following:

1. That brief bulletins or short lists of suggested books rather than comprehensive and elaborate book lists be sent comparatively frequently.
2. That a supplementary guide be prepared for book lists already issued, to help the reader select the few books recommended for first reading; the general objection to the book lists being that they offered too much choice for a beginner.
3. That local, round-table discussion be established wherever this might be possible.

With this beginning, favorable on the whole, the way seemed open for further development. The result, unfortunately, when the plan was actually put in practice, was far from what had been expected. Various reasons may be assigned for this failure, from which lessons may be learned for future effort. In the first place, the plan was perhaps too comprehensive and elaborate for a first effort. In the second place, the support of individual members of the faculty tended to lessen, largely because the immediate and personal reaction from the alumni, which many members of the faculty expected, was not apparent at once. Perhaps most important of all, however, was the fact that no officer with sufficient time to devote to the project was appointed to keep the interest in it alive throughout the alumni and faculty bodies, particularly during the inevitable period of small beginnings and intensive effort.

Within two years, as a result, the project in its original form was abandoned and the development of co-operative efforts between Amherst College and her alumni has taken other channels. These emphasize the educational value of personal contacts with the College. The Alumni Council has a definitely educational objective in its annual meetings and in the distribution to the alumni of reports of important addresses made at the College. The Council and the College are also co-operating in the establishment of alumni visiting committees.

Lafayette

More significant have been the results of a recent experiment at Lafayette College where, upon the basis of decidedly tentative beginnings, a more constructive program was developed in June, 1929, with very encouraging indications for the future.

This took the form of an "Alumni College"—a week's conference at Easton with some sixty-five former students in attendance. The plan was evolved by President William Mather Lewis, more or less as the result of a previous experience, covering two years, with a series of twelve reading lists sent to the alumni by the institution. These lists, prepared by members of the faculty, took the form of brief notes and appreciations of outstanding books recently published in various fields. The reception of these lists by the alumni was so favorable that President Lewis was prompted to take a further step in his stimulation of alumni contacts, with the first Alumni College as the outcome. Essentially it was an effort to hold over for a week's educational program a certain proportion of the alumni who returned for the Commencement and reunion period. Those who attended were housed in college dormitories, and meals were provided there. Opportunities for golf and other forms of recreation were included in the program. The mornings, however, were entirely given over to classes, which began at nine o'clock and ended at twelve. The fee for the whole week, including rooms, meals, golf privileges and class fees, was twenty-five dollars. The courses given were as follows:

1. Types of Tragic Drama. Professor James Waddell Tupper.
2. Current Movements in Education. Professor William Orville Allen.
3. Politics and the Individual. Professor Miller D. Steever.
4. Old Testament Literature. Professor Charles W. Harris.
5. Developments in Electrical Engineering During 1928. Transient Phenomena. Professor Morland King.
6. Chemistry. Professor Eugene C. Bingham.
7. Economics. Assistant Professor Frank R. Hunt.
8. Football Coaching. Mr. Herbert McCracken.

The actual results of this Conference were surprising. Some thirty-five of those registered stayed throughout the whole week and regularly attended three classes every morning; others attended for only one or two days. All, however, expressed extraordinary interest and enthusiasm. Contrary to what some had anticipated, it was the educational program which proved of primary interest. Most of the classes were well attended; twenty-five or thirty alumni of all ages and stations in life eagerly followed the lectures, made notes and took an active part in the discussions. The convivial and recreational side of the program was distinctly subordinated. As one middle-aged "student" expressed it: "I told my wife I would probably look in on a class or two and then play golf. So far I have played two games, and don't expect to touch a stick again. I am going to every class I can attend. I can play golf any time, but I can't get anywhere else what they are giving us here." Another younger graduate said: "I wish more of the men of my time knew what they are missing. It is a great privilege for me to come here and meet the faculty and older graduates on equal terms." While another said: "This whole conference is worth a great deal, particularly in restocking a fellow's imagination."

In other words, these alumni, business and professional men of all ages, went to school once more and thoroughly enjoyed and appreciated the opportunity. The conference was so successful that it is expected that it will be repeated next year with probably many more enrolled.

Dartmouth College

Perhaps more than any other American institution of higher education Dartmouth has been successful in bringing her alumni into the whole academic program. President Hopkins came to Dartmouth after a long experience as an alumni officer and President of the Alumni Council. He has made a special point of keeping up his alumni contacts, endeavoring to meet with each local alumni group at least once a year.

Graduate co-operation in the selection of students is of funda-

mental importance at Dartmouth. The qualifications of all candidates for admission are passed upon by a committee of alumni before the applications are considered by the college. President Hopkins believes that this is of the greatest service in developing an intellectual relationship with the alumni. Despite opposition by the faculty at first and slowness on the part of the graduates to realize fully the implications of the plan, particularly in regard to scholarship qualifications, it is now on a satisfactory basis and the educational stimulus for the alumni participating is very real.

Aside from this activity, however, Dartmouth has developed other forms of intellectual co-operation with her graduates. A close touch is maintained with local alumni clubs, and bulletins are sent to them regularly from the president's office. Club officers and class secretaries meet at Hanover once a year when the Secretaries Association holds a two-day gathering which is, in effect if not in name, an educational conference. The alumni publication has a distinctly educational objective which increases rather than lessens its interest to alumni readers. (See page 95.)

Quite as important are the reading lists which have been distributed by the college at occasional intervals for some years. Each pamphlet ordinarily seeks to cover one general field, with short characterizations of the books recommended by the faculty committee. While no direct response is expected from this effort, an inquiry recently made shows that these lists are very generally appreciated and used by Dartmouth graduates. (See pages 45, 81.) The comment of a graduate of the class of '04 is representative of many replies:

I regard the Reading Lists sent out by the departments at Dartmouth as most excellent and instructive. I not only use them personally, but have made the lists available to some of my friends, who have greatly appreciated them.

More suggestive are the thoughtful comments of a member of the class of 1900:

Re: specialized reading lists—

Exceedingly useful and helpful for these reasons, among others—in my opinion.

1. They serve as a warning to the man whose interest in things intellectual is slipping. They tend to revive his natural or normal interest. He feels a bit ashamed of himself.
2. They serve to impress the intellectually dumb (and others) with a realization that their "education" was not completed at graduation.
3. They serve as an excellent guide for the intellectually awake but constitutionally lazy man.
4. They are suggestive to the man who really keeps pretty well abreast with what is going on in the fields covered by the lists.

A need touched upon by many alumni finds expression in the following comment from a graduate of '97:

I have been interested in the reading list furnished by the college. It would be of help to me if I could obtain from time to time a list of non-technical books covering late developments in science, medicine, and religion. I should also like due warning of any significant books on philosophy.

One educational effort directed primarily to Dartmouth Alumni was not a complete success so far as its original aim was concerned. This was an alumni lectureship, comprising a series of talks to be given in Hanover immediately after commencement by some distinguished visitor or faculty member. It was found that the alumni did not remain to attend the lectures as had been expected, and that the audience was largely made up of faculty members and citizens instead of graduates. In fact, a poll of the audience the second year showed that alumni of other institutions outnumbered Dartmouth graduates by several hundred. As a result the lectures are now given during the college year, largely to student audiences. (See page 8.)

Michigan

While the University of Michigan up to the present time has not carried out any extensive efforts in alumni education, it is committed to the fundamental idea, and has effected an organization designed to develop contacts with the alumni on this basis. A series of questionnaires has been addressed to sections of the alumni body for the purpose of securing data as to the reaction of the average alumnus to the general idea of an educa-

tional relationship with the University. Some of the results of these investigations are described elsewhere. (See page 40 ff.) Former President C. C. Little, through his announcement of the Alumni University, gave the conception a wide currency among the graduates of the University. His effective statements prepared the way for further steps which came in December, 1928, when a sufficient sum was appropriated by the Regents to cover the salary and office expenses of a new type of university officer, a Director of Alumni Relations* charged with the development of this new form of contact with the graduates. The initial task before this officer is to make plain to the alumni that the University is committed to furthering an intellectual fellowship with them and to correlate different efforts in this field already under way. These include: the Ten-Year Program of the Alumni Association, the lectures and study groups under the Extension Division, the book lists and information service of the University Library, professional contacts and personal service developed by the professional schools, as well as personal contacts maintained by a number of individual members of the faculties.

Princeton

Princeton has felt the desirability of establishing closer intellectual contacts with her alumni and has taken steps toward building up a program. One of her most interesting experiments was undertaken several years ago when a series of lectures by members of the faculty was widely distributed to the alumni by the University. The expenses of the preparation and distribution of these pamphlets were defrayed through a special fund raised for the purpose. While a most favorable alumni reaction greeted this effort, the funds, unfortunately, were not sufficient to continue it in the original form. At present these lectures are published four times a year in the Alumni Weekly, and are financed by a small appropriation made by the Graduate Council. But in this form they are admittedly less effective than when sent to the alumni as a separate message from the University.

* The original title of this officer was to have been Alumni Fellow. Later changed to Director of Alumni Relations.

Dean Greene of the Engineering School at Princeton also finds strong alumni support in his own field. A special organization brings the alumni back to Princeton for conferences, publishes its own journal, and sponsors the Cyrus Fogg Brackett lectures for the benefit of students and alumni who wish to attend them.

Smith College

Smith College has been peculiarly successful in her *alumnæ* reading program, which has been continued over a period of five years. During this time twenty-nine reading lists prepared by various members of the Faculty have been issued, with one on Child Psychology, compiled in 1925, the most popular. Last year 1,474 graduates, or nearly one-eighth of the total graduate body, requested the lists, although only one list is sent at a time. During the period since the effort was put into operation 472 graduates have requested these lists yearly for three years, 213 have asked for them over four years, and 83 have been interested enough to ask for them over the whole five-year period. No effort is made to hold examinations upon the reading done, but the recipient is asked every year how many books on the list have been read, what changes and new topics would be appreciated, and, in 1929, whether the circulation of books on the list at a small fee would be welcomed.

The continuation of the intellectual life of college women as it affects or is affected by the cares of home and family is the subject of a very valuable study being carried on at Smith College by Mrs. Ethel Puffer Howes in the Institute for the Co-ordination of Women's Interests, financed by the Laura Spelman Rockefeller Memorial Foundation. The aim of the investigation has been to find out how the educated woman can fill her place as a wife and mother and still continue the development of her intellectual and educational interests and provide a satisfactory balance between the two. Active experiments have been undertaken in such practical enterprises as conducting a nursery school, and furnishing cooked food supplies and "home assistants," as well as making a survey of two professional occupations open to women on a part-

time basis—free lance writing, and architecture and landscape architecture.

One of the immediate results of this investigation was a "senior project" plan, undertaken with the co-operation of President Neilson, for studies to be followed through the *alumnæ* years immediately succeeding graduation. The seniors were asked to select some subject in which they were interested, confer with the proper member of the faculty, and lay out a program to be pursued, with the privilege of writing to the faculty sponsor at any time. The plan did not get under way until the end of the academic year 1929, but President Neilson reports that the names of at least 30 seniors who desired to co-operate in this program came to his attention, with the probability that there were more.

Vassar

Educational efforts for *alumnæ* at Vassar have taken the form of *alumnæ* conferences held in their beautiful *Alumnæ* House on the campus. The first educational conference was held as long ago as 1921, on the occasion of the celebration of the fiftieth anniversary of the *Alumnæ* Association. Over 1,500 women attended and devoted two weeks to lectures and conferences. As an eventual outcome of this effort the policy of holding conferences at irregular intervals was inaugurated, with an increasingly favorable result. The first conference was held for a week in the summer of 1924 with 21 in attendance, of whom 11 were *alumnæ*. Two subjects were studied: "The Humble Records of Domestic Life," and "Problems of Modern Psychology." Seven conferences followed during the year 1925; one on the total eclipse of the sun was attended by 106 persons, of whom 59 were *alumnæ*. Other well-attended meetings discussed euthenics, gardening and history. Budget making, journalism, religious education, investments, poetry, and children's reading formed subjects for succeeding conferences. Adventuring in Education was the topic for an *Alumnæ* Council meeting attended by 91 graduates in 1927. The frequency of conferences has been somewhat less of late, but the numbers in attendance have been considerably larger. Vassar has also issued

some book lists, but the principal efforts in this field have been made by the Vassar Co-operative Book Shop, housed in one of the college buildings, which from time to time issues attractive pamphlets and lists addressed to all the alumnæ.

The outstanding achievement of Vassar, however, in the field of adult education is its Summer Institute of Euthenics, planned for Vassar graduates and the graduates of other colleges. The special contribution of the Institute, which held its fourth session in 1929, is the making of an opportunity for fathers and mothers and children to live on the campus for six weeks. The children attend demonstration schools, those from one and one-half years to four and one-half in the Nursery School, and the children from four and one-half to seven and one-half years in The School for Little Children. The parents attend lectures and round-table discussions upon such subjects as mental hygiene, child psychology, child guidance, religion, the economics of consumption, the family as a social unit, nutrition, current progress in education, and the practical aspects of household technology, crafts, interior decoration, horticulture, food preparation, menu planning.

The registration last summer was as follows: 28 children in the Nursery School, 30 in The School for Little Children, 72 women, 2 men, and over week-ends 38 additional men—husbands—to whom, at their request, regular lectures were given on many phases of the work. In addition to parents others interested in the problems of the family attended. Lay leaders of parental education and child study groups, some of whom were sent by the Bureau of Parental Education and Child Study in the New York State Department of Education, social workers, and nurses were among the registrants.

Since the Institute is held in the summer, it is possible to assemble leading educators from colleges other than Vassar.

Columbia

Columbia University has undertaken an experiment in alumni education which has great possibilities, particularly for urban universities with large local constituencies. The effort was made originally, upon the initiative of the Columbia Alumni Federation

which appointed a special committee to consider educational possibilities for the membership of the downtown Columbia University Club in co-operation with the University. At a preliminary meeting at which about forty graduates were present, the project of special courses for graduates in different fields was discussed with the faculty members and a degree of enthusiasm surprising to the committee was shown. As a result, four courses, comprising weekly lectures and discussions, were inaugurated at the Club, to be continued over a period of eight weeks. The subjects included international relations, politics and government, economics and psychology, each in charge of a member of Columbia's faculty. A fee of fifteen dollars was charged for each course. Although the registration in each of these classes was limited to 20, the applications in every case considerably exceeded this number, reaching as high as 60 for one class. In fact, it was found necessary slightly to exceed the limitation in three of the classes, one of them finally enrolling 25 alumni students.

Ohio State University

The Alumni Association of Ohio State University has shown itself alive to the desirability of building up an educational relationship with its alumni. During the year 1928-29, Dr. Jessie Allen Charters, charged with an experimental study of adult education for the University, organized a series of study groups with the idea of determining their possibilities for college graduates. As in the women's colleges, the response from the alumnae of Ohio State was immediate and practical. Some fifteen active women's study clubs were organized as a result of Dr. Charters' efforts, mostly in the State of Ohio. Five of them, representative of different types of interest, have been chosen for particular study. These include large and small groups in places where there has been interest in alumni affairs as well as in centers where alumni interest heretofore has been dormant. Programs have been prepared in general cultural fields as well as in parent education, and representatives from the University plan to meet with these groups from time to time. A questionnaire circulated among 45 alumnae in Toledo resulted in

32 answers. In answer to the leading question, "Do you want the university adult training to be part of your program this year?" 27 answered affirmatively, while five said "No."

It is of some significance that two voluntary groups were established on their own initiative, one of which set up one of the most comprehensive and vital programs undertaken.

Steps are also under way, through the assistance of the Alumni Association, to organize the men in one of the large cities of Ohio. At a meeting held in the spring of 1929, twenty-eight graduates discussed the problem with representatives from the University. A committee was appointed and a comprehensive letter and questionnaire were sent out to the local alumni, the results of which unfortunately are not yet available. The initial interest, however, indicates the probability of the development of a successful organization.

University of Pittsburgh

The Alumni Council of the University of Pittsburgh established in 1928 a committee on alumni education which projected a program of varied educational services, including lectures, syllabi, co-operation with other educational institutions, and general support of existing cultural agencies. The most immediately successful of their efforts was their series of alumni reading lists prepared with the aid of a faculty advisory committee. A unique feature of their effort was the co-operation of a local store, which financed the entire cost of printing and sending out the lists as "good-will advertising." These lists were mailed to all active members of the Alumni Association, and "while the results are intangible, letters and comments indicate an appreciative response, with a large and non-vocal group who find the lists helpful in their personal reading."

Radcliffe

Radcliffe College has likewise been successfully carrying on alumnæ conferences for the past two years. The first was held on May 2, 1928, in Agassiz House, Cambridge, with "Our Education—What are We Doing With It?" as the topic; one session being

devoted to "Continuing our Education." Three sessions in all were held during the day, and over 100 interested alumnæ were in attendance. A second conference was held on March 2, 1929, with lectures and round-table discussions on: "Contemporary Literature—What Are We Reading?" Again the sessions lasted throughout the day, with an attendance this time of nearly 400 alumnæ, each of whom paid a fee of \$2.00.

Adelphi

Adelphi College for women in Brooklyn has also inaugurated a series of alumnæ conferences of great promise, although the first year's work was confessedly of a tentative nature. With a view to determining the desires and capacities for further study of an alumnæ group a series of six very general lectures was given at the home of one of the alumnæ. These lectures resulted from a suggestion made by a graduate of more than ten years' standing that she would like to be "brought down to date on everything that had happened" since she graduated. The first lectures offered therefore were in modern American literature, British literature and drama, new psychology, changes in the family institution, the trend of democracy, and the philosophy that suits America. The lecturers were chosen from among the faculty, and the alumnæ paid \$3.75 each for the series of lectures. The fees received were sufficient to compensate the lecturers. The idea proved so successful that a second series of lectures in child psychology was inaugurated shortly afterward, in this case held at the College.

The favorable result of these experimental efforts led to plans for lecture series during 1929-30 on the trend of democracy, contemporary literature, and a general series on modern problems, by specialists in particular fields. In addition to these efforts with the alumnæ in the field of general culture, six vocational conferences were offered to senior students, with five speakers, representing different fields, at each two-hour conference. Adelphi College reports that "these conferences have been well received; the effort has proved itself to be financially self-supporting from the beginning and we are looking forward to its further development."

Mills College

Mills College in California has undertaken similar educational experiments. The first effort was a general summer conference in adult education held on the campus, with only a few of their own alumnæ present. In view of the fact, however, that the object of the conference was, in part at least, to extend educational privileges to the alumnæ, a Summer School of Fine Arts was established during the summer of 1929, with a special faculty in music, drama and art. The alumnæ were encouraged to attend this school either as students enrolled for credit or as auditors. The future adult education program at Mills will rest somewhat upon the relative success of the two types of conferences. If the alumnæ prove sufficiently interested, efforts directed more particularly to graduates will be continued.

The American Association of University Women

Adult education for the educated has been a distinctly recognized element in the program of the American Association for University Women ever since its organization in 1882 as the Association of Collegiate Alumnæ. Its purpose was then announced as a uniting of "the alumnæ of different institutions for practical educational work, for the collection and publication of statistical and other information concerning education, and in general for the maintenance of high standards in education." At present the Association has some 30,000 members, with 463 branches scattered all over the country. This educational emphasis on the part of the Association led to the appointment in 1922 of an educational secretary, Dr. Frances Fenton Bernard, who undertook the development of a program in adult education before the term was specifically recognized.

In her preliminary report she recommended study of international relationships and of educational programs through pre-school to the high school period. As a result of Dr. Bernard's efforts, and those of her successor, Dr. Lois Meek, an effective educational program has developed in both fields, emphasizing work on the part of individuals and groups in these subjects, and

activities carried on in co-operation with other agencies. It was not long before the study of the pre-school period became a parent education program, now including educational problems up to and through the college period. In this connection a statement by President Ada L. Comstock of Radcliffe, Chairman of the committee on educational policies, that the Association had played a distinct part in inducing colleges and universities to improve their faculties, enlarge their courses of study, and in general to raise their academic standards, is significant.

In both fields of study in which the Association has specialized (international relations and education of children), the organization has developed a system of efficient and well-considered aids to study. The organization of study groups has not only been encouraged in every way, but these groups have been given every facility for developing carefully planned and constructive programs. Many bulletins on specific topics giving definite suggestions in various fields have been issued from time to time, including four complete syllabi in child study. In several bulletins practical methods of organization are discussed and the responsibilities of the leaders emphasized. In fact, the practical suggestions offered may be of great value to those organizing any alumni study group. In one state, at least—Michigan—a state institute has been developed for the leaders of study groups.

The educational efforts of the Association include also a traveling library comprising some thousand titles, a pamphlet library, and a well-organized system of distribution of bulletins and reference pamphlets. During the last five years over 40,000 of these have been distributed, not only to individuals but to colleges and organizations. The educational secretary reports that during the last two years 210 branches devoted a total of 617 meetings to the study of education, with many of the monthly meetings in many branches based upon well-thought-out plans to give continuity to the discussions. At present the clubs devoted to study of education number about 450, with 270 distinct educational efforts carried on over a period of two years by 233 branches. The educational office of the Association maintains an information bureau as

well as a part-time assistant to meet an increasing demand for information about colleges.

The wide scope of the educational effort of the Association is perhaps best indicated by the following summary of recent growth, submitted by the educational secretary at the Biennial Meeting in 1929:

- a. An increasing consciousness of the educational purpose of the Association and a continued evaluation of its activities in terms of this purpose.
- b. Leadership in the field of adult education, especially as it concerns materials.
- c. Contributions to research, in pre-school and parental education.
- d. Increase in study and activities in education in local communities through the branches.

VI. ALUMNI EDUCATION AND PRESENT COLLEGE PROGRAMS

The Professional and Cultural Aspects of Alumni Education

In any educational service for alumni there seems to be an obvious differentiation between what may be called the vocational and the cultural approach on the part of interested graduates. President Henry M. Wriston of Lawrence College has suggested that this differentiation might be made on a basis of "professional" and "educational" interests. Whatever terms are used, the two sides of the program must be recognized.

Several college presidents have suggested that ordinarily about half the alumni attracted by any educational program will be interested in some sort of vocational, or professional, approach, while an equal number will regard it as an opportunity for avocational, or cultural, development. Any exact estimate is almost impossible, but such data as are available seem to support this view. Many alumni certainly will welcome an opportunity to secure guidance from their Alma Mater in their own professional fields, and often the extension service can help them. But others will be just as concerned in cultural contacts which can be developed through their avocations. Here there is less opportunity for formalized instruction. Yet, often, in no way can the institution reach the individual alumnus more effectively than through activities which have no immediate bearing on his bread-winning occupation.

Those who have been in contact with alumni will realize how surprising are the hobbies, or special interests, as they reveal themselves on closer contact with the individual. It is a truism that every man should have an avocation for his leisure time. A college education should develop a proper use for hours of recreation. In the case of almost all such interests there is some department, certainly in the larger institutions, able to furnish guidance and

help if desired. An inquiry into the hobbies of alumni, ranging from fishing through various forms of sport to social service, work with boys and girls, radio, archæology, collecting in various fields, shows numberless opportunities where such guidance can be effectively utilized.

This relationship, however, presupposes a somewhat more intimate personal contact than is ordinarily possible through the normal extension service. It may well be that extra-mural education can be most effective through a formalized program for credit, especially for those interested in studies of direct service in professional development. Obviously methods are less clear when a purely avocational or cultural preoccupation is in question. College graduates, unless the service can help them in a business or professional way, are apt to be impatient with the machinery of college credits.

In some cases more specialized programs in alumni education have been developed by some of the professional schools in their efforts to keep their graduates up to date in their own fields. Certain extension divisions have been active in answering this demand. Efforts have been made in other institutions to reach their graduates in professional life through bulletins and through special week-end conferences, institutes or clinics held especially for graduates. There is a great field here for service to doctor, teacher, lawyer or engineer, to mention a few of the professions served, which can easily become part of a more inclusive alumni program and in which there is a certain body of experience to point the way.

But in many cases these same professional men desire also to receive encouragement and assistance in their cultural development through their reading or through their avocations. That there is a distinct demand for this type of service from the graduates of the professional schools is shown by questionnaires, sent out at various institutions, which tend to indicate, despite the doubts of some educators, that any program for alumni education will be largely concerned with cultural contacts.

This is well illustrated by a questionnaire on engineering education sent out by the Schools of Mines, Engineering and Chemistry at Columbia in 1928. Out of 1,184 who replied, 970 graduates had

been doing work of a nature which had required study since their graduation, and of these, cultural subjects claimed the attention of slightly over half (531 out of 1,033 of those who replied). As to the relative importance of cultural studies, it was found that, while 43% had had from one to four years in an arts college before taking up their engineering studies, 65% reported themselves definitely in favor of an arts course before entering an engineering school. Such a response would seem to have some bearing upon the question of the interest in cultural studies felt by college graduates primarily interested in a technical field.

Alumni Education and University Extension

The relationship of educational efforts with the alumni to extension programs already in operation has been suggested. In institutions where university extension is well developed the first thought, almost invariably, has been immediately to turn the general direction of alumni education over to the director of university extension. While there are logical reasons for such a course, there are also certain disadvantages and limitations.

Nevertheless, where the extension service is so organized as to furnish effective guidance for individuals as well as for local groups who wish to carry out studies in various fields under the direction of the institution, extension work can be of vital assistance, though the larger number of units of service will naturally be of the vocational or professional type. The type of extension at the University of Michigan is a case in point. Here an effort has been developed to reach groups within the state through the Library Extension Service and credit and non-credit study groups. During the past year more than three hundred thousand people in Michigan were served through the media of extension lectures, extension courses, and library service. Professor W. D. Henderson, Director of the Extension Division, reports that while ordinarily only a relatively small part of this number is composed of alumni, nevertheless the organization of these various types of service is usually initiated, directed, and stimulated by alumni of the University.

Closely correlated are extension efforts carried on under various names by college and university libraries. A special service has been undertaken at Michigan to reach alumni through the Library Extension Service, originally established to furnish information for high schools and local groups who wished to get the latest data available from various sources on topics under discussion. The recent branching out into a more specific alumni field has brought some interesting results.

For the first time, in October, 1928, a plan was evolved to make this service available to the alumni of the University through sending out bulletins to all graduates in the State of Michigan and through an article on the work of the department published in the *Michigan Alumnus*. Unquestionably, hundreds of graduates, largely teachers, have been served in the natural course of the work of the department, but it was not until these steps were taken that there was a well-defined alumni response. Though in many cases it was difficult to tell the precise source of communications, the University Library was able to identify sixty-nine requests for information as coming from graduates. These were of a nature different from the usual correspondence. Doctors, lawyers, and business men were looking for help in relation to their hobbies or avocations; several desired material on gardens and landscape design; one graduate asked for information on fur farming. Bibliographies in the field of history were requested, while a number of business men asked for light on special problems in advertising. In many cases special bibliographies were provided. The department also undertook a compilation of a group of reading courses with bibliographies; in several cases they were provided to meet precise needs of the individual. At the end of the year the librarian reported a total of thirty-five special lists on file. This type of service might well be developed further.

While the alumni may figure less effectively in the state-wide educational service undertaken by some of the western state universities, certain of the directors at least are convinced that the alumni, as individuals, have a not unimportant place in the successful development of their programs. This is particularly true

if the extension work is carried on in close co-operation with the regular teaching staff, where personal contacts between the extension student and former teachers form a strong basis for its effective development. In a business course given by the extension division of the University of Oklahoma in Ponca City, 181 students were enrolled. Of this number, four had master's degrees, thirty-one bachelor's degrees, and fifty-four had had some college work. Most of them had attended the University of Oklahoma.

At Iowa State College at Ames, groups of interested citizens from the different counties in Iowa visit the institution every summer, and in practically all cases the alumni are responsible, not only for the organization of these groups, but also for bringing them to Ames for a day's intensive inspection of the institution. Similarly, in Oklahoma the alumni have had a far from negligible share in the organization of a very interesting series of county institutes which have been carried on for some years by the extension service of the State University. These institutes normally last for three days.

Radio and Moving Pictures

The radio and moving picture as a means for continuing education are largely matters for the future—the immediate future, however, if present indications are any guide. In certain directions, at least, efforts are already under way which can give some idea of what may be expected. From the time, some years ago, when the Home Study Division at Columbia University broadcast a course in Browning with at least a certain degree of success, progressive educators have been interested in the possibility of what one alert university officer suggested is in effect a measure to “tear down the walls of our universities.” But so far the efforts have been only tentative and experimental. Several institutions have tried to reach their alumni on special occasions through an extensive use of the radio, with varying results. Others have taken advantage of the friendly attitude of some large broadcasting station and have inaugurated weekly or bi-weekly programs of a distinctly educational character. At Michigan these programs

have consisted of four short addresses on different topics by faculty members, interspersed with musical selections contributed by students or by teachers in the School of Music.

Few institutions, however, have carried education by radio further than the University of Iowa. There extension courses are given, for college credit, through thirty-minute radio lectures. Students are required to send in a report of each lecture for correction and criticism. Examinations, supplied by the instructor, are given by some responsible person in the student's own locality. Courses have been broadcast in this manner in such widely varied subjects as economics, life insurance, education, psychology, English, journalism, magazine writing, the romance languages, sociology, problems of population, current social and economic problems, Iowa history, recent history of the United States, zoölogy, Iowa birds. One interesting case was that of a disabled war veteran who had had some college work. Confined to his bed and unable to attend college, he obtained the necessary additional credits by means of the radio courses and was granted a degree by radio at one of the regular convocations.

Particularly interesting has been the broadcasting of two actual courses in the university by means of a bank of microphones placed directly in the classroom, permitting a transmission of both the instructor's lectures and the class discussion. During the past year courses in the English novel and general astronomy have been broadcast with considerable success, though no credit has been given. Courses in the short story and "Points of View in Psychology" were presented during the past summer session, with credit given to students who fulfilled the necessary requirements.

Other items in the Iowa program, which divides half the time of one station with the University of Kansas, are: a music appreciation hour in the form of explanatory talks, followed by the playing of records to illustrate various musical compositions; and a home and family period twice each week, sponsored by the Departments of Home Economics, Child Welfare and Religion. Many other institutions have inaugurated efforts of the same type but,

with the exception of the University of Southern California, which has also set up a very impressive program in radio education, nowhere has a distinctly educational program been developed so extensively or successfully as at the University of Iowa.

Less productive of educational results than the radio up to the present time have been experiments with moving pictures. Many institutions have sought to give to their alumni by this means a graphic portrayal of physical and educational progress. Sometimes the film has taken the form of a simple story which brings out present-day life on the old campus, incorporating illustrations of the work in various fields, particularly scientific experiments carried on at the institution. Films such as this have been successful and have been warmly appreciated by the alumni. Yet lack of means or lack of realization of the real significance of such efforts in connection with an alumni educational program has rendered attempts of this type sporadic and occasional, and has led to a subordination of educational features in such films as have been produced.

With the advent of the talking picture, a new type of educational effort seems just around the corner. The great moving picture corporations are, in fact, keenly alive to their purely educational possibilities. Enough has already been accomplished to show how simple it would be to reproduce the lectures of favorite teachers, with illustrative material accompanying them. The possibilities seem almost limitless, since moving pictures, combined with the voice, offer an unrivalled opportunity to show not only every detail of a speaker's expression, but to give every one a thoroughly adequate view of the inserted illustrative material. It is not without the bounds of possibility that certain peculiarly qualified teachers may be recognized as outstanding "stars" in this particular field, as was recently suggested by one of the responsible executives in the motion picture world.

Harvard University has been a pioneer in this field. A non-profit-making corporation, known as the University Film Foundation, has been working with the university in the production of educa-

tional films, which are used extensively by educational institutions as well as by alumni. The objective of the Foundation, as stated, is "To operate, in connection with Harvard University, a completely equipped center where films and photographs of educational and scientific value may be produced, collected and preserved." Most significant is the recent plan for a historical "talking" film entitled "A Cornerstone of the Nation." This is, in effect, an illustrated record of Massachusetts history by Professor Albert Bushnell Hart. Accompanying this film will be another one by President W. W. Atwood of Clark University, describing by word and moving pictures "The New England Setting." This is the first realization by any university of the possibilities of the talking film for educational purposes.

The only obstacle to this development is the difficulty of effective reproduction of the talking films for general distribution on the scale implied in such a program. There is every indication, however, that a small but adequate reproducing projector which can be utilized anywhere will soon be available.

The Undergraduate and Continuing Education

No really constructive effort in the field of continuing education for the college graduate can be undertaken without a full realization that the most effective measures for a life educational process must begin during undergraduate years. Some college administrators are recognizing the implied obligation and are attempting to reorganize their curricula with a view to developing, in a portion of the undergraduate body at least, an intellectual life which will continue throughout the years succeeding graduation. Bases for personal contact are being developed and in some cases tentative plans for further study are in process of being set up.

While efforts primarily for the undergraduate do not properly come within the province of an investigation of alumni relations, nevertheless the significance of the undergraduate aspect of any life-long educational urge must be fully granted. Thus, the honors courses under way in different colleges have a special importance, but the time is not yet arrived for any real indication of what will

develop in maturer years from this encouragement of independent study and habit of reading. Swarthmore, under President Aydelotte, has undoubtedly developed in this way a new and more mature attitude on the part of a portion of the student body, and it would be surprising if this effort did not have its eventual effect upon the further intellectual pursuits of at least a section of the alumni body of the future.

In addition to the honors courses Swarthmore is trying an experiment in general reading for certain selected students. In these "exploration" courses the students are relieved from classroom work and permitted to follow courses of directed reading with reports and personal discussions with the instructor. About fifty students have been enrolled, with favorable results. Other institutions are inaugurating efforts of a similar character. Dean Kimball of the Engineering College at Cornell University has established the practice of asking his students to read two assigned books during the summer vacation, not only to introduce them to underlying principles but to encourage the habit of reading.

The so-called orientation courses in many institutions may be taken also as part of this effort. They indicate recognition of the fact that the body of knowledge has now become so enormous and so highly departmentalized that many students fail to perceive the ultimate object of education in the immediate drive toward specialization and intensive study in one field. How many seniors of the present day realize what intimate association between all the sciences recent years have brought, or what part modern philosophy is playing in the co-ordination of the facts which the scientific investigator is establishing? Yet these are fundamentals of education and should be understood by the student as the substratum upon which any educational effort should rest. Under the old system if a student was able to glimpse these truths in his senior year, he was fortunate. Why not give him the vision at the beginning of his career in higher education? He will then be a little further along the path toward a proper utilization of the training and inspiration he has received.

Fraternities

Many college graduates continue the interests of their college days through their fraternities or other college organizations. Fraternity and sorority alumni are kept in fairly close touch with certain social aspects of undergraduate life at least through their alumni organizations. It should be quite possible to utilize this continuing interest for a distinctly educational program. Efforts in this field have progressed sufficiently to reveal not only a sympathetic attitude on the part of alumni, but in some cases a definite desire to co-operate in evolving an educational program. It is quite possible that the national organizations might be committed to programs with a distinctly educational emphasis for their alumni members, as well as for their undergraduate members. Such a development might easily cut across college and university clannishness and assume a national significance.

It was not so long ago that a well-known executive happened to discuss, at a general fraternity meeting in New York, the possibilities of an effort in adult education for college graduates. Much to his surprise his hearers responded at once to his suggestion and what had been only a casual reference started an appreciative and interesting discussion which lasted throughout the evening. Many present were apparently eager to have guidance from their Alma Mater in further reading and study during their leisure time. The increasing attention of fraternity alumni to scholarship records is an evidence of this attitude.

More specific are the programs for fraternity fireside discussion which represent an undergraduate response in many colleges and universities. At Ohio State University, where fraternity fireside sessions have been in operation for some time, forty-one fraternity groups participated last year, with sixty-five speakers in all addressing them. One hundred and sixty-six meetings were held, and approximately 3,320 students in all attended one or more sessions. These fraternity discussion groups were organized under the auspices of the University Y. M. C. A., through co-operation with student officers of the fraternities. In general, the speakers were permitted to discuss anything they pleased, although in some

cases the topics were suggested by the students. In carrying out a similar program at the University of Kansas, the alumni secretary raised the problem of alumni education, eliciting a very interesting response from one fraternity group, but finding apparently no reaction to the idea in another.

Movements of this type, both with fraternities and with other similar groups, can obviously be made effective agents toward developing in undergraduate years a conception of education as a life process. Fraternities especially might easily provide an acceptable means of approach for those sections of the alumni and undergraduate bodies that are thus organized.

VII. UNDERLYING CONSIDERATIONS IN ALUMNI EDUCATION

Changing Student and Alumni Interest

In any development of a continuing educational program for college graduates the fact that we are living in a period of changing educational emphasis has special importance. Moreover, adult education as it affects the "educated" is not developing out of the rarefied air supposed to be inhabited by college executives, but is the answer to an urge almost unconsciously expressed by the alumni themselves. As has been pointed out, little in the way of a definite expression of any educational need has come as yet from any organized graduate constituencies, but there has been a convincing expression of an interest on the part of individual alumni.

From a memorandum submitted by the alumni secretaries present at the Vassar conference the following statement on this point may be quoted:

As further evidence we present the additional modern phenomenon of the alumnus who no longer loudly proclaims his loyalty to alma mater but who is inclined to demand a *quid pro quo*. Throughout the entire alumni field we gather this changed sentiment. From the standpoint of organization solely this presents acute problems to the alumni executive officer who must have members as his clay to work with and a reasonably sympathetic constituency from which to secure that membership. But from the standpoint of this particular study even more difficult elements are injected into the situation which flare back into the student life of these same alumni. For we alumni find that there are being graduated into the alumni ranks each year men and women who not only seriously question the value of joining an alumni organization from any standpoint other than a *quid pro quo* basis, but who after being exposed to college education for from one to five years, question the value of their own college experience and the value of higher education, as at present conducted. It may very easily come about that one of the most valuable findings of this conference will be the selection of some means to convey to the mind of the alumnus while he is yet a student, not what the alumni association

will give him for his three or five dollars but what he's in college for, what his college or university exists for, and what it has done and is doing to justify its existence. It is even possible that if we get this far a great many institutions which have not done so as yet will find it to their best interest to get a bit introspective themselves and ask where they are going and what kind of education they are providing for the citizenry storming their citadels.

Thus the old blind loyalty and mass enthusiasm are waning. The average present-day student may be no more interested than were former students in a distinctly cultural program, but he is likely to be more intellectually honest and unwilling to accept pontifical statements without examination. Even his enthusiasm for college athletics is lessening. Whether this is a result of increasing organization and the professionalization of athletics, which afford the student himself a decreased share in their direction, or whether he is becoming slightly weary of the uproar which comes every year with the advent of the football season, acute observers note that the student attitude is becoming decidedly more impersonal.

Particularly is this true when student sentiment is contrasted with the typical graduate attitude, where the old loyalties still hold sway. This changing view is illustrated by a story told by President Hopkins. The football coach at Dartmouth recently came into his office with a letter, which he confessed puzzled him, from a student who had every chance to become an outstanding football player. Summoned for preliminary practice in the fall, he replied that if there were any other possible candidates for his position he would like to be excused as he had set his heart on winning Phi Beta Kappa in his junior year. The football coach said, "I suppose that's all right but it's something new to me and I don't understand it." President Aydelotte at Swarthmore reports a similar instance, where an outstanding runner asked to be excused from a critical race on the following day as he wished to be absolutely fresh for an important honors examination. It was significant that there was apparently no adverse criticism from the student body. This attitude would have been unthinkable in an earlier era. Another evidence of the student point of view arose when the question of building a new stadium came up at the

University of Michigan, where, in addition to opposition on the part of the regents and faculties, there was a distinctly critical attitude expressed by the student paper. It may be questioned whether this paper represented completely the student attitude, but it did represent a very considerable body of student opinion.

But perhaps the most striking evidence of this change comes from an address delivered to the alumni of Brown University by a student, Frank K. Singiser, Jr., '28. His address was entitled "The Undergraduate Viewpoint," and was made to the Advisory Board of the Associated Alumni on February 22, 1928. Some of the pertinent observations made by this undergraduate were as follows:

The students are not nearly so busy with activities or working on teams for the most part as they are talking in their own rooms and fraternity houses, and talking more or less intelligently at that. The trend seems to be toward intellectualism. . . . Having talked with many of my closest friends, some of whom are athletes, I feel that I am in a position to say that they are all not a little disgruntled with the emphasis which the alumni seem to have placed on the *winning* of the game, rather than on the *playing* of the game. . . . Explain it how you will, the varsity letter man does not seem to rate in the same old way that he used to. . . . The trend away from the old system of "varsity team" athletics is so noticeable among some of the students that you will find many of them urging the abolition of all intercollegiate sports and the substitution of intramural athletics. . . . I certainly would not go so far myself. But I do believe that more of the average men here in Brown should be given the opportunity to develop themselves physically under expert and trained coaching.

Such views, certainly, are significant. Even if undergraduate thought on the average will not go the whole way with this one representative, the fact that he should say these things thoughtfully and confidently suggests that refreshing breezes are stirring.

The Importance of the Graduate to Be

This changing student attitude suggests another general conclusion, the fundamental significance of those who are to become

alumni. The problem is not alone one for the graduate years. A proper understanding and acceptance of the ideal of continuing education on the part of those who have in charge the training of college youth will make easier the fostering of intellectual contacts with the graduates in future years. From this point of view the alumni *to be* are just as important as the alumni that *are*. It is confessedly more difficult to stimulate and arouse interest in those whose mental horizons have been limited, whose ideals of study have been weakened or lost, than it is to continue through alumni years a program originated during undergraduate days. Efforts with present alumni bodies are bound to be hindered by the practical difficulty of building up anew a relationship which in the old days both sides assumed was definitely ended on Commencement Day. As President Neilson suggested at the meeting at Vassar, any work with the alumni of the present is largely a "salvaging operation."

Limited Number of Alumni Interested

In any plan for continued education directed toward the alumni it is plain that only a small percentage of any graduate body can be reached, at least at first. The fact must be faced that only a certain proportion of our degree holders really obtained a college education. The others might be considered equivalent to the English university "pass men." It follows, then, that in most institutions any constructive educational measures for graduates reach only a relatively small proportion of the alumni, depending in some measure on the size of the institution, as well as upon geographical distribution of alumni and the strength of alumni sentiment. In the larger universities, certainly, the mere item of expense must also be considered, since a collegiate effort in adult education cannot, in the very nature of things, be expected to pay its own way.

While it is very difficult to arrive at any adequate conception of how many alumni will be interested, a discussion at the conference held at Vassar College may be taken as a guide. It was suggested by the chairman, President Neilson of Smith, that the problem should not be considered on the basis of a 100% alumni co-opera-

tion: if 10% of any graduate body were reached it would be most encouraging. Another representative immediately remarked that if 5% of any alumni body could be reached effectively, it would be worth while; that, in fact, on the basis of present resources, funds would not be available ordinarily for contact with even 5% of the alumni.

A little thought will show that in no phase of alumni relations, even athletics, are more than 5% of the alumni actively concerned, although as an educational program develops more alumni will normally reveal a desire to participate. Nevertheless, it must be set down as axiomatic that for the present only a relatively small body is likely to co-operate immediately in any educational program contemplated.

Responses to projects undertaken in different places give some indication of the reaction which may be expected. At Amherst, nearly 20% of the alumni body, or 1,000 in all, expressed an initial interest in the reading list project, while about 7% showed by their registrations a continuing desire for active co-operation. During the five years that her reading lists have been distributed, Smith College has been in touch with something over one-half of her total *alumnæ* constituency of approximately 11,000.

In the investigation undertaken by Mr. Daniel Grant for the University of North Carolina, described elsewhere, about 28% of the alumni in fourteen different institutions were interested enough to answer the somewhat complicated questionnaire.

The results of the two questionnaires sent out to Michigan alumni were markedly diverse. The first one, which was accompanied by a letter from the president and reinforced later by an effective follow-up, resulted in a 55% return. But only about 2½% were eventually reached in an effort, made more than a year later, to answer the needs which had been expressed. Less impressive was the immediate response to the shorter questionnaire sent to alumni living in and near Detroit. Although replies were received from only 6½% of those addressed, all but a few of these replies expressed interest in an educational program and a desire to co-operate in it. At Dartmouth practically a 40% return re-

sulted from letters to a "fair cross-section of the alumni body" regarding their reading lists. A total of 28% of all those addressed indicated decided approval and a desire that the lists be continued.

The Mature Alumnus More Likely to be Interested

Similarly there is reason for an assumption that it is the graduates of a certain period who are most likely to be vitally interested. These are the alumni of the middle years—the men or women who have emerged, so to speak, after an initial period of adjustment to business and family life. There are exceptions, of course; many young alumni are material for these contacts from the first, but it may be expected that somewhere within about five or ten years after graduation a new orientation takes place in the thinking of the average college graduate, and he feels an urge for contacts with Alma Mater deeper than the emotionalism aroused by athletics or the occasional propaganda for financial support.

While there is little in the way of facts to support this generalization, which is based largely upon the impressions of many college presidents and alumni officers, there are a few tentative conclusions which certain investigations may warrant. In the two sets of questionnaires addressed to the alumni of the University of Michigan, those who answered were naturally asked to indicate their classes. Of the first 733 who replied, 334, or nearly half the total number of those replying, were graduated between 1900 and 1919, and for the eight years covering the period from 1920 to 1927, 233 replied. While this result is not indicative, on the face of it, of a special interest on the part of the earlier classes, it must be remembered that, because of the present large enrollment, the number of graduates in the last eight classes comprises something over one-third of the total number of alumni, while the other twenty classes include only about two-fifths of Michigan's alumni constituency. With these facts in mind, the relative response from the graduates who have been away from college longer is obvious.

The Dartmouth inquiry regarding their reading lists also furnishes some suggestive data. An examination of the returns shows

that nearly half of the 98 who replied ranged from the class of 1911 to the class of 1925, while the five classes from 1911 to 1915 accounted for exactly one-fourth of those who replied that they made use of the reading lists. The younger alumni expressed more generally a regret that, although they were interested, they had small time or opportunity for cultural development.

This age differentiation does not appear to apply in the case of the college woman. The returns on the Smith reading lists reveal a steadily increasing number of *alumnæ* who utilized this service. Thus, whereas two *alumnæ* of the class of 1879 requested lists over a period of one or more years, 224 members of the class of 1927 requested the lists. Between the two extremes the increase from year to year was fairly uniform. Certainly there was no special acceleration for *alumnæ* of from ten to twenty years' standing.

Contacts with Institution and Personal Education

There is a difference between an educational effort which is concerned primarily in bringing the college or university to the alumni as an educational institution, acquainting them with its problems and with its fundamental aims, and the personal educational development of the individual *alumnus*. Both sides are important in any alumni educational program. The *alumnus* who continues to interest himself in the deeper educational life of his institution cannot help being subjected to a very effective educational stimulus. It is on this theory that alumni programs at a number of institutions have been inaugurated, with, possibly in the background, a realization of tangible benefits which may accrue.

But, in a last analysis, the fundamental aim of any developing intellectual relationship with the college graduate must be the encouragement of the personal intellectual life of the *alumnus* by every means available—of which specific initiation into the life and problems of the institution is only one.

The Advantage of the Small College

Different experiments already under way in various colleges seem to indicate that it is the smaller institution with a cor-

respondingly small alumni body which can more easily develop and sustain relations of this type with the alumni. It is not without significance that the beginnings which have been made and carried through with a degree of success have, up to the present time, been in colleges rather than in the larger universities. There the graduates are apt to be more closely knit to the institution and have more intimate personal contacts, so that any gesture from the institution receives, at least relatively, a more interested and ready response.

With a large institution the greater size of the graduate body, its wide distribution and professional specialization, bring practical difficulties which the smaller college does not encounter. Yet efforts are under way in different lines in many large universities, although their significance is not specifically recognized, and no effective attempt has been made to co-ordinate them. Thus we have such widely divergent undertakings as programs of faculty lectures, reading lists issued by extension departments or by teachers in different divisions, alumni conferences under the auspices of the extension department or the alumni organization, information distributed and books loaned to alumni by the university library, alumni visiting committees, honors courses and reading lists for the undergraduates, and other projects of a similar character, which might all be so correlated and organized that they would form the beginning of a more extensive development. Thus, while intensive efforts are usually more immediately possible in the smaller institutions, it is open to the larger universities to develop more comprehensive and sweeping programs.

Slow Growth of Alumni Education Idea

It must be recognized that in inaugurating an effort which has as its basis the acknowledgment of a life-long educational relationship, we are seeking to bring about what may be taken as a revolution in alumni relations and educational thinking as it affects the college graduate. The program must therefore be conceived as something which can be successful only as the years bring recognition of its possibilities and achieved results. It in-

volves not only a gradual change in the attitude of the alumni, but new orientations in the undergraduate curriculum. Decidedly these things are not developments which come over night. Rather they must be regarded as a long haul, with tangible and constructive results apparent only after the lapse of several college generations.

With the conception resting on this basis it is easy to understand that the first efforts may be inconclusive, or even discouraging. This is especially true where no agency has been developed to stress the fundamental importance of the idea. It is not enough merely to record results of limited and particular experiments. Thus the relative failures of the alumni lectures at Princeton and the Amherst courses in directed reading, despite their favorable reception in the beginning, must be taken as indicative of what may be expected if the emphasis is placed upon single undertakings rather than upon a broader and more fundamental program.

An Experimental Approach Desirable

Out of the preceding generalization a further conclusion arises: all undertakings in the field of alumni education should be at first upon a tentative and experimental basis. As in many other things, to set up and attempt to carry out a too elaborate plan is to court failure. The successful efforts have developed logically from small beginnings, and have depended upon the continued and constructive support of some college or alumni officer. The facts that the interest of only a portion of the alumni can be relied upon at first, and that in many cases they are the graduates who have not been particularly active in support of the institution, likewise emphasize the desirability of a slow start. To set up a project upon a large scale is a temptation where sufficient funds are forthcoming, but there is danger of discouragement from a possible lack of commensurate results. As has already been pointed out, neither the alumni as a whole nor the college and university faculties are sufficiently alive at present to the significance of this effort. A period of preliminary education is certainly desirable.

Financial Support Eventually Forthcoming

The financial aspect of any plan for alumni education cannot be overlooked. While most college presidents are coming to recognize a certain responsibility on the part of the institution, some of them suggest that the alumni, in the last analysis, should pay for the benefits received. They feel that services rendered gratis are not properly appreciated, and upon this basis insist on the desirability of some form of graduate support. More general, however, is a feeling that the tangible aid given by graduates to many college and university projects in the form of alumni funds, buildings and endowments, more than justifies the expenditure of the relatively small sums necessary at first to develop any alumni program.

Definite appropriations for this purpose will come sooner or later, provided:

- a. That enough interest is aroused on the part of leaders of faculty opinion, and alumni officers, to result in the idea's taking sufficiently concrete form, and
- b. That the significance of an alumni educational program in its relationship to the institution's fundamental educational objectives is definitely and officially recognized.

For any project which comes out into the open on this basis, financial support will eventually be insured, either in the form of definite appropriations, even if small at first, or through endowments set up by interested alumni. That there is some likelihood of state support for an alumni educational project in the case of the state universities was indicated in the discussion at the Vassar meeting in November, 1928. It was suggested that the state legislature would see the validity of the argument that the university cannot expect alumni co-operation, particularly financial support, unless a certain amount is spent to keep them informed of what the institution is doing. The fact that all state universities are committed to an extension program was suggested as evidence that such a special effort for the graduates would not be criticized, even though it might not be developed as an extension service.

The Alumnæ more Receptive

Again it must be recognized that in general the women have taken this educational problem more seriously than the men. The women's colleges have gone further and have been more successful in developing educational projects for their alumnæ. Smith, Vassar, Radcliffe, Adelphi, Mills, are examples. (See pages 56-62.) Such evidence as is available from the coeducational colleges also indicates that proportionately there is a more interested and significant reaction from the women than from the men. The relative success of alumnæ education in the women's colleges is perhaps the natural result of the circumstances governing the lives of most college alumnæ. The absence of the distraction of intercollegiate athletics has its bearing, while the greater freedom which the woman usually has in the disposal of her time makes possible the development of a broader intellectual life. Moreover, the college woman is more likely to be interested in educational matters, directed reading, and what might be called her professional field, child study and education.

Co-operation Between Institutions

While in the beginning the educational efforts indicated must certainly rest upon the initiative of the individual institutions, it can easily be recognized that an inter-institutional co-operation will almost surely develop. One of the questions very generally raised by university presidents has been whether any possibility existed for reciprocal efforts in this field on the part of different colleges and universities. Thus the alumni of one institution might easily turn to a local college or state university for help which it would be almost impossible for the distant parent institution to furnish effectively. This is especially true for personal guidance, for round-table discussions, for some alumni conferences and reading groups and for individual service in certain types of endeavor, notably in problems of local government and social welfare, in which many college alumni are interested.

It may be stated generally that while we must depend, at first at least, upon the different institutions to set up the machinery for

this form of contact with the alumni, almost inevitably a co-operative spirit, as between universities and colleges, will arise, breaking down narrower institutional lines.

Athletics and University Ideals

A final consideration relates to the relationship of intercollegiate athletics to an alumni educational program. It can be stated at once that there is no essential conflict; that many alumni who are athletically minded will also be deeply interested in a more intellectual and spiritual relationship. Seen at their best, intercollegiate athletics can be taken as a common denominator of interest for a large proportion of the alumni of any institution, except, of course, the women's colleges. In general the "old grad," the Ph.D. of several years' standing, and the youngest alumnus of a technical college can meet here on common ground. Upon this basis of fellow feeling it should be possible to develop not only a certain type of solidarity and group consciousness valuable to the institution, but also, through this interest, a spirit of co-operation in the more fundamental purposes and educational aims of the institution. This is not merely a bit of blind optimism. University men and alumni officers can testify from personal experience that there is an educational implication underlying what appears superficially as an overwhelming passion for athletics. Any opportunity for a constructive expression of this interest in Alma Mater as a center of ideals and enlightenment has unfortunately been too often denied the alumni.

VIII. THE DEVELOPMENT OF AN ALUMNI EDUCATIONAL PROGRAM

Certain general principles seem to emerge as a result of the inquiry as to possibilities of a continuing intellectual stimulus which may be of help in the carrying out of further efforts in different places. As has been pointed out, everything that has been undertaken up to the present time must be considered decidedly tentative. Results, although significant, cannot always be regarded as conclusive. There are certain generalizations, however, which can be advanced with some assurance, and a few specific recommendations can be offered for the guidance of university and alumni officers who are interested in furthering a co-operative spirit, in both their constituencies, as an extension of the relationship implied when the graduate first enrolled as a student.

Two Specific Suggestions

While little has been developed in the way of general programs in this field, the following tentative outlines may at least prove suggestive. The first came as the result of a preliminary study of the first questionnaire at the University of Michigan described on page 40. It is in the form of suggestions made by Professor C. S. Yoakum, Director of the Division of University Research,* covering points which might be of assistance to alumni who are seriously interested in furthering their own development:

1. Reading programs in the different subjects given in a university.
2. The formation of study groups without credit, in topics and at places where a fair number of persons interested in the same general field could be brought together.
3. Special advice in vocational fields and in individual problems.
4. Certain forms of correspondence courses which again need not carry credit but which direct further study on the part of alumni more systematically than the above procedures.

*Now Dean of the Arts College, Northwestern University.

5. Development of methods whereby alumni could be more effective in understanding local, civic, and social conditions and in acting as leaders in the improvement of such conditions.
6. The development of a more systematic means of conveying the activities and objectives of the university itself to the alumni.

At the University of Oklahoma the following practical suggestions were submitted to President W. B. Bizzell by Dean Paul L. Vogt, of the Department of University Extension:

1. Send out a questionnaire to all alumni designed to discover the direction of their interest in continued university service. This questionnaire should be adapted to University of Oklahoma conditions.
2. Develop a placement service for teachers and other graduates.
3. Circularize the alumni, calling attention to those services already available through correspondence study, the Department of Public Information and extension classes.
4. As soon as possible, make available to alumni the facilities of the University library. This service should be especially valuable to the graduates of the professional schools.
5. As soon as possible through the Department of Publications of the Extension Division plan departmental bulletins of particular interest to graduates of the several University departments.
6. In addition to the short courses being developed by the University for special groups throughout the state centralize, so far as possible, the short-course work on the University campus during some selected week.
7. Develop the book recommendation service. Establish a department in either the alumni journal or the Extension News Letter or both for this purpose, thus saving the cost of sending out a special circular.
8. Continue and increase the contacts between alumni and the University over WNAD.

A Responsibility for the Institution

Let it be repeated once more that any program for graduate education should originate with the institution rather than with the alumni organization. The psychology of the situation as well as practical conditions suggests this conclusion. It is, or should be, the university's part in a reciprocal relationship between the alumni

and the institution in which, for the most part, the alumni obligation is already recognized. It answers the question, raised increasingly, as to what justification there is for the constant stimulation of alumni support. The hard-headed alumnus is sometimes heard to ask: "What do I get out of it?" Others doubt whether results justify the thousands of dollars spent in the organization of alumni bodies and the maintenance of a staff of alumni officers. A concrete answer on the part of the university such as is implied in the suggested gesture from Alma Mater will go far toward answering these questions and toward raising the benefits accruing to the individual above the level of preferred seats at the football games.

Moreover, the plan is an experiment in education and, as such, it is something to be undertaken by the institution if it is to be undertaken at all. The alumni cannot be expected to respond to it without sympathetic encouragement from the university body. The results of alumni initiative in this field so far have not been particularly successful. In fact, certain efforts have been failures simply because the idea received only grudging sanction from the institution. Fundamentally anything undertaken needs, so to speak, to be dramatized by the institution.

Such an official recognition may well come through the setting up of a special committee, or the appointment of a special officer charged with the co-ordination of previous efforts and the furthering of new experiments. However sympathetic many university officers may feel with Will Rogers in his quip that "outside of traffic, there is nothing which has held up this country as much as committees," this method of getting down to work seems to be inevitable. It is therefore likely that the final sanction for setting up and continuing any educational scheme of this kind will more often than not rest in a committee composed of faculty leaders, who will realize the fundamental educational implications of any step in this direction and will be prepared for indeterminate or even negative results at first. A body of this kind will be committed to a policy of continued experimentation, until the proper means have been devised, and a technique set up, to answer the problem as it

presents itself in their own college or university. Such a step will be more effective, perhaps, if in connection with the committee a special university officer can be appointed to take charge of the program. The University of Michigan has already appointed a Director of Alumni Relations and it is not unreasonable to expect that other colleges and universities will follow suit. In fact, we may hope to have within a few years a new type of university and alumni executive who will act as a liaison officer between the institution and the alumni, having the development of intellectual relations as his chief preoccupation.

This committee, or officer, will probably first seek definite data as to the degree and kind of interest on the part of the graduate body in educational programs planned for the alumni. Hardly less important, however, will be the responsibility of bringing home to the faculty the significance of this work and the development of a spirit of effective co-operation on their part. This should not be difficult, when it is generally understood that the encouragement and expansion of efforts already under way will necessarily be emphasized and that the responsibilities of the individual faculty man will be assumed by those who are directly concerned with the program, in so far as that is possible. At least means can be provided to lighten the task of the individual teacher where work with the alumni is concerned.

Under such a scheme first efforts may well be directed toward interesting selected sections of any alumni body rather than toward launching a more elaborate program for the entire graduate constituency. Different plans may well be tried with certain classes or alumni clubs; the results to be taken as indications of what may be expected from efforts on a wider scale. Discreet questionnaires addressed to cross-sections of the alumni body will also be of value, though the popularity of this method of eliciting information has a tendency to lessen its efficacy and to render generalizations based upon quantitative results open to suspicion. Such questionnaires as have been sent out in this field recently, however, have demonstrated at least that there is a degree of alumni interest in this movement.

Methods of Establishing Educational Contacts

Since this idea of an intellectual contact between the former student and his Alma Mater is so new, effective courses of procedure for the most part still remain to be worked out. The technique is decidedly a matter for future study and experimentation. Certain avenues, however, have been developed which may be of assistance to those who contemplate attacking the problem.

Basic, of course, is any approach made during undergraduate years. While this has been touched upon before, it cannot be too strongly emphasized. By every possible means the undergraduate should be made to realize that his college education is, after all, only an introduction to a continual broadening and deepening intellectual life; that commencement is not the paradoxical end of things educational which we have been disposed to make it, but that it is in truth a beginning. Special courses, such as have already been established in some institutions, may be needed everywhere to develop the intellectual and educational orientation of the average undergraduate, to acquaint him with the fundamental aims and ideals of the college course, and to place the purposes and actual accomplishments of his own institution in the educational picture. The responsibility which will devolve upon him as an alumnus should be made clear and he should be brought in some way to a realization of the fact that the institution would welcome through future years an intimate contact with him as an alumnus.

The advantages of such a relationship can be effectively stated to the senior about to leave well-loved places and associations. He must also be made to feel that a responsibility rests upon him to "keep his picture of Alma Mater up to date"; that loyalty is not sufficient, even when it expresses itself in a certain amount of financial support; that his affection for his college can reach its highest expression only through a continuing personal educational and intellectual development. A course embodying these ideas might be of inestimable service in preparing a student for graduate responsibilities.

The significance of the present tendency toward a reorientation of the whole undergraduate curriculum has already been suggested.

The importance of acquiring a habit of independent reading, an inquiring spirit and a practice of thinking for oneself is already recognized by those who are seeking to recast the modern college course. Upon their success much will depend, particularly in respect to their influence throughout the graduate years. The independent reading courses and honors courses which are being established here and there, while they may, it is true, reach only a comparatively small section of any student body, cannot fail to have some effect in creating leadership for the alumni bodies of the future, an intellectual stimulus which has so far been missing. This side of the program necessarily rests with the academic administrative bodies. Here alumni, certainly, cannot take the initiative, but by their support they can give evidence that they welcome and appreciate constructive efforts of this character.

Faculty Contacts with the Alumni

Of greatest importance in this developing phase of alumni relations are the direct contacts of the university executives and teachers with the alumni—the traffic on the highway between the university and the graduate world. Nothing can be more effective than the continuation of a personal relationship between a teacher and his former students. Efforts in this direction could be carried on almost indefinitely were it not for the sharp limitation imposed by the more immediate responsibility of the college teacher toward his students. No teacher can afford to neglect this first obligation; only occasionally can he find sufficient time to develop his contacts with the alumni.

Nevertheless the most effective measures, doubtless, at the present time are the messages carried by university presidents, deans and faculty leaders to alumni groups everywhere. Always these messengers feel the educational responsibilities which face them and sense a profound interest in their reports of the progress and accomplishments of their institutions as centers of intellectual life. The testimony of college presidents is all but unanimous on this point. The graduates will always react to a frank and authoritative presentation on this basis. That is fundamental.

Supplementary to the personal contacts by officers of the institution are measures bringing the work and problems of the institution before the alumni through printed lectures, occasional speeches and reports on details of various college activities in the fields of educational research. Outstanding in this field were the Princeton Lectures sent out some years ago to the graduates. (See page 55.)

For some years Amherst has pursued a similar policy, in distributing to all alumni through the Alumni Council reprints of significant speeches and addresses made on the campus. The result has been a very encouraging reaction from the alumni. The same method of distributing an educational stimulant occasionally has been employed by various other colleges and universities. The wide-spread distribution, by the University of Kansas, of a commencement address by Dorothy Canfield Fisher, entitled, "Education Begins at Home," is an example.

A suggestion has been made that the European practice of requiring a member of a university faculty to deliver an address in his special field upon his appointment to a full professorship might be given an added significance in this country if addresses of this type were distributed to alumni of the institution.

The field thus opened for an intellectual *rapprochement* between the institution and the alumni is almost unlimited. It can perhaps be overworked, but nowhere as yet have the full possibilities of this form of educational effort been developed. When the desirability of such an educational approach has been officially recognized, the personal contacts of college officers with local alumni groups, and a distribution of addresses and reports on outstanding scientific and educational advances in the institution, should be co-ordinated and developed to the fullest extent possible in view of the money available and the time which can be given by individual faculty members.

Alumni Magazines

Few institutions now are without an alumni magazine to which ordinarily a very considerable portion of the alumni body sub-

scribes. Circulation figures show that most alumni magazines reach from 20% to 35%, or in some cases even 70%, of the graduates. Moreover, many read the magazine who are not actual subscribers. In fact, one investigation showed that there was an average of three and one-half readers for every copy, not necessarily *all* graduates. Yet up to the present time few of these magazines have accepted fully the idea that an educational responsibility rests upon them. Many editors acknowledge the desirability of a continuing educational relationship between the institution and the alumni, but fail to see that they have in their magazines a powerful agency for its stimulation. They have felt, perhaps quite properly, that the so-called "reader interest" of their publications might be limited if they devoted too much space to addresses of a general educational nature or to articles discussing highly specialized subjects. This is particularly true of magazines with a limited amount of space available. The problem is confessedly a nice one for the alert editor. In the larger weeklies and monthlies, however, a certain number of pages may well be given to the presentation of well-written and stimulating articles, whether summaries of speeches, accounts of outstanding investigations, or reports of progress in various fields both by faculty men and by alumni.

The *Dartmouth Alumni Magazine* and the *California Monthly* have sensed this responsibility and have inaugurated an educational policy which gives both publications a distinctive quality without lessening the general appeal to the alumni. Thus in the March, 1929, issue of the *Dartmouth Magazine*, in addition to articles on the burning of Dartmouth Hall, a biographical reminiscence of Richard Hovey, reports of undergraduate activities, there was a section headed "Dartmouth's Intellectual Life," edited by a committee from the faculty. In this issue a discussion of the Department of Greek and Latin gave a comparatively brief survey of the present policy of the institution in respect to the classics. Another feature is a page devoted to a special book selected each month by a member of the English faculty as the "book of the month." It happened to be "Orlando," by Virginia Woolf, in the March issue. Two other pages were devoted to book reviews.

The California Monthly is also committed to a distinctly educational policy. In a new—and very modern—typographical dress, the first issue of the present (1929–30) volume presents a series of one hundred questions in history, literature, science and other fields, as well as several articles of distinctly educational import. Particularly striking is a department entitled “Keeping in Touch, a Post-Graduate Course in World Affairs,” which includes summaries of recent outstanding developments in such subjects as “Ancient Man,” “Bio-chemistry,” “Naval Architecture,” “Biology”—all with some reference to the university and the work of the faculties.

Other alumni publications are similarly interested, more or less consciously, in setting forth the intellectual life of the institution along with the traditional alumni personals and reports on athletics and student life. One has only to glance through the alumni journals at Harvard, Yale, Princeton, Michigan, Ohio State, Chicago, Minnesota, Illinois, to realize the possibilities which lie in this form of alumni contact, though perhaps nowhere is the effort more clearly directed toward this end than in the first two mentioned. Many editors are beginning to realize that the interest of the average graduate in the present whereabouts and success of his fellows, as well as the accomplishments on the athletic field, can be legitimately utilized to stimulate and develop any dormant interest he may have in the intellectual life of the institution.

Book and Reading Lists

Probably the simplest and easiest method to make the start in any plan for intellectual co-operation with the alumni is the circulation of book lists and reading programs.* Of all the efforts tried, lists of this type have so far seemed to meet with the most tangible results. To secure active co-operation from the teaching staff of the institution is not difficult, and the circulation of the lists is relatively inexpensive. Methods have varied somewhat,

*The importance of reading programs and the general increase in serious reading are suggested by the following: “In 1914, 40 million out of 175 million books printed were fiction. In 1925 only 30 million out of nearly 425 million books were fiction. Here is proof positive that America has gone in for serious reading.” “The Road of Revolution,” Floyd H. Parsons, *Saturday Evening Post*, March 23, 1929, p. 174.

but the underlying ideas have been everywhere the same—an attempt to guide the alumni in their reading, the outlining of reading courses in special fields, and the encouragement of systematic reading habits.

Many types of such lists prepared by various agencies come to the attention of the college graduate. The carefully prepared booklets published by the American Library Association are an outstanding example. But such lists lack one thing that the college can supply, a selection based on the authority of the institution and the personality of well-known and well-loved teachers. This personal influence can be made, and should be made, an important element in alumni reading lists. It cannot help having a marked effect in inspiring many former students to carry on a personal educational project which is recommended by their college teachers.

The reading lists sent out by different colleges and universities are in almost every case prepared by members of the various faculties. They vary in length and inclusiveness, but in almost every list the recommendations are accompanied by succinct descriptions and evaluations of the books, varying from a sentence to a short paragraph.

Wesleyan University prepared an excellent book list of some 110 pages, published as a university bulletin in June, 1928. Although this bulletin was prepared primarily for student consumption, nearly one hundred alumni asked for it. A similar publication of sixty pages on "Twentieth Century Literature" was issued by Vassar College in 1927. If one were to criticize bulletins of this type, it would simply be to suggest that, excellent as they are, they are too inclusive and thoroughgoing, perhaps too much like a publisher's catalogue, to provide the necessary stimulation for the average alumni reader. Better adapted, perhaps, to inspire a reading interest are such shorter lists as are issued at Dartmouth, Smith, the University of Pittsburgh, and the pamphlets prepared during the course of the Amherst experiment in alumni reading and study.

Discussion with many educators seems to indicate that the ideal list will have certain general characteristics which should be borne in mind. In the first place, the books included on any given subject should be limited to eight or ten titles. This is a sharp limitation

which many charged with the preparation of such lists will resent. It is confessedly easier to prepare a long bibliography than a short one, but a long list of books will prove discouraging. Accompanying such a list, too, it is desirable to have a brief introductory statement of recent progress in the field covered by the list, summarizing as far as possible general developments since the college days of most of those who will use the list. Such a statement again demands the services of experts.

Even more important, however, is a brief note or description to accompany each book recommended. It should not necessarily be a review, rather a short evaluation, with a frank estimate of the book's merits and defects. Thus a certain book might be characterized as "elementary, popular, but eminently readable," while another might be recommended as "more authoritative and carefully prepared, but presenting certain theories which are questioned" and should perhaps be balanced by another book presenting the opposite view. A fourth book may be "less interesting but more authoritative and scholarly, designed for those who wish to go further into the subject." As an illustration, Beveridge's *Life of John Marshall* might well be included in any list dealing with constitutional history. Yet though Beveridge's great work is a masterpiece in biography presenting for popular appreciation one of the greatest figures in early American history all but lost to the ordinary reader, the author's bias against Jefferson is easily recognized. Some book, such as Bowers' "Hamilton and Jefferson," written from the Democratic point of view, should therefore be included.

The foremost requirements, then, in the presentation of an alumni book list are that the list itself be short but representative, that it be preceded, if possible, by a brief but authoritative summary, and that each book recommended be accompanied by a succinct and penetrating evaluation.

The Distribution of Reading Lists and Library Co-operation

The distribution of reading lists of this type will open special problems, depending upon whether they go to a selected group of

alumni or to the whole graduate body. If, as will often be the case, it is the ultimate aim to interest as many of the alumni as possible, a wide-spread circulation will be the best course. This will necessitate at first general lists of a cultural nature in such fields as literature, history, political relations, or general discussions of science, to be followed later by more specialized bibliographies.

In each leaflet addressed to the alumni it would be well not to offer too many lists. It is better to distribute them in a series of pamphlets sent out at intervals. It will be advisable also to send these lists to the alumni separately, rather than to include them in the alumni publications. In this way it will be more obvious that they are a form of service offered by the college itself. The desirability of the institution's assuming the responsibility for their distribution has been emphasized by many college presidents.

It will often happen that special groups, alumni clubs or certain classes will prove particularly interested, and it will be possible to secure a more effective and satisfactory response from such sections. Every attempt, therefore, should be made to meet their demands, even to preparing special lists if desired. The question of expense may also enter in, and preliminary efforts may have to be tried with smaller selected sections of the alumni body.

Special lists will also be demanded by the alumni of professional schools, or in special departments of study of a professional or vocational nature. Thus several schools of business administration and schools of education have been preparing special bibliographies to meet the professional needs of their graduates. In some cases a small fee is charged for these lists which are sent only to those who ask for them, or they are sent only to the paying members of the alumni organization in the belief that only by this means will proper appreciation and co-operation be secured.

The problem of supplying the books recommended is sure to arise. While the volumes in any list can in some cases be secured through local libraries or by purchase, many alumni will be unable to obtain them and will naturally turn to the institution for help.

Here is a problem which has already been recognized by many college librarians as well as by the officers of the American Library Association. Definite plans have been suggested to meet this problem. Smith College is considering the establishment of a book service through a local bookshop in Northampton. The librarian of Iowa State College, Mr. Charles H. Brown, suggested that a book service be set up under the joint auspices of the alumni organization and the institution. The alumni association will undertake the correspondence with the alumni, while the college library will secure the books and attend to their distribution, for a small fee supplemented by an initial charge of two dollars, returnable if the service is discontinued. These fees will not pay the cost of the distribution of the books, when clerical help and other items are taken into consideration, but they are expected to cover immediate expenses; the other service will be the contribution of the institution to the program. President Brooks of Missouri has suggested a similar plan, asking for an initial contribution of five dollars from each alumnus to cover the cost of one book, the university undertaking the subsequent circulation of the books to those who participate in the plan. At the University of Oklahoma the suggestion was made that the state library service could be utilized. The University of Pennsylvania for some time has admitted the alumni to library privileges upon the same basis as the students, and 471 books were asked for by alumni during 1927; most of them were sent by mail.

In many places the resources of local libraries can be developed. In fact, the officials of the American Library Association feel that in every case this should be the first aim, and that the general distribution of the books by the institution should be undertaken only when local resources are confessedly inadequate. So far the ideal method of getting the books to the alumni has not been worked out upon the basis of actual experience. The above suggestions can be taken only as a basis for experimentation. It can safely be assumed, however, that the college libraries and the American Library Association will be vitally interested in working

out a satisfactory method as soon as a well-defined alumni demand develops.

Round-table Conferences

While the book list seems the easiest and most logical introduction to any program looking toward alumni educational contacts, it may easily be that the organization of reading and discussion groups in different centers, and the practice of holding alumni gatherings or institutes at the college itself, will eventually prove equally if not more important. In fact, programs for systematic reading will almost inevitably lead to the formation of groups of this type.

Already the distribution of reading lists has had its effect in developing here and there graduate study and conference groups which have looked to the institution for suggestions and guidance. It is not too much to say that the twelve reading lists sent out by Lafayette College played a part in the successful establishment of its first Alumni College in June, 1929. The reading lists at Dartmouth have probably had their influence upon the successful alumni officers' conference, which is in effect, if not in name, an annual educational gathering which meets every fall with some 150 alumni in attendance.

There is, of course, a sharp differentiation between the local study groups and the conferences held on the campus. The first would ordinarily take the form of a series of round-table discussions on special topics under the direction of one of the group, or of a representative from the institution, while the campus gatherings will have as one of their primary aims the re-establishment of personal contacts on the part of the alumni with the institution itself, such as the annual meetings of the Alumni Council at Amherst, the meetings of the Secretaries Association at Dartmouth, and particularly the Alumni College at Lafayette. (Page 51.) The successful inauguration of this alumni study week at Lafayette as a continuation of the commencement activities will furnish a suggestion and inspiration not to be overlooked by other colleges interested in alumni education. Conferences in particular fields

under the charge of college teachers can easily be made a feature of the program. Vassar College and Radcliffe also have been peculiarly successful in developing *alumnæ* conferences of this type at Poughkeepsie and Cambridge, though the gatherings have been only for a week-end at the former place and for a day at the latter. (See pages 57, 60.)

As far as local discussion groups are concerned, the organization in many cases will come with only a little encouragement from the institution. Alert local leaders will establish the contact and furnish the impetus necessary for organization. At other times a certain amount of judicious encouragement will be necessary. It should be emphasized, however, that the interest must develop naturally, without undue artificial stimulus. The important thing is to have an organization ready to co-operate when the demand comes.

The effectiveness of such discussion groups depends largely upon the leading spirits behind them. If real results are expected from discussions, rather than a mere occasional meeting and comparison of books read, guidance is necessary, whether it comes from the institution or from qualified individuals within the circle, or from a combination of both. Of recent years a distinct tendency toward the determination of fundamental principles by discussion has been developing. For groups thus minded a trained leader who is familiar with the Socratic method is necessary. It may well be that one of the important items in a contemplated alumni program is the training of competent leaders who will be able to meet occasionally with groups of alert college graduates and work out together fundamental definitions and philosophical concepts. There can be no doubt that the intellectual give and take of such a circle would be greatly enjoyed and appreciated by many alumni groups.

In certain places a special opportunity exists for bringing graduates into the institution's educational activities through annual institutes, such as are held at Williams, Virginia, Bowdoin and Rollins. While these are usually directed toward a broader public, they offer an educational opportunity for certain sections of the

alumni body. Attempts to secure alumni co-operation and attendance at these gatherings have been made tentatively, with varying degrees of success. It is quite possible that if certain features having a more direct reference to the preoccupations and intellectual interests of the average graduate were incorporated, a far greater response from the alumni could be secured without too great trouble.

Alumni Information Service

Most of the possible measures discussed so far have sought to reach the alumni body as a whole or in particular groups. There are many cases, however, where the problem will present itself as one of interesting the individual graduate. As a result of a collective stimulus, individual alumni will come more and more to take advantage of the fact that a center for alumni education is being created and will refer questions and problems in which they are interested to the officers in charge.

It may easily be that in the course of time an information service may become one of the most important aspects of any educational endeavor of this type. Its establishment means the creation of a special office, with a part-time or full-time officer in charge. His task will be a delicate one. While many questions can be answered with relative ease, others must necessarily be referred to qualified members of the faculty. To other requests, it will be impossible to give precise replies. Still others may involve a long period of research which cannot be undertaken except at the expense of more significant work already under way. Cranks, as well as those who have a vague hope of obtaining the equivalent of a college education through writing a few letters, will try to take advantage of the service. Such difficulties as these are bound to arise, but they can be dealt with easily by any one who has a thorough appreciation of the problem.

As has been suggested elsewhere, many faculty men are already performing yeoman service of this kind, willingly and in many cases with no thought of co-ordinating what they are doing with a broader impulse from the institution. Yet with a proper stimulus,

and with the support of a special officer, many of the difficulties feared by the college teacher in any extensive development of the idea may be minimized. This would be especially true if the policy were established of taking the burden, wherever possible, from the teacher and throwing it upon the central office, or officer, leaving to the teacher the necessity of replying to such letters as only the expert can answer. Even in such cases it is possible that an alumni information service might well secure the information sought through an interview and assume the details of the correspondence itself.

A further suggestion has been made that a stenographic service might be established to be utilized freely by members of the faculty in answering requests of this type. Some college and university libraries are already developing special contacts with the alumni. Through their information or library extension services they are seeking to meet requests for information of all sorts from graduates, looking up references on special topics, furnishing special lists of books, and in some cases actually sending the volumes. If these activities are carried on in close co-operation with a general alumni information bureau such as has been suggested, there can be little question of the effect upon the alumni once they become familiar with the plan. While so far only sporadic attempts have been made in this direction it seems likely that, with the development of a closer college and alumni fellowship, reading lists, alumni discussion groups, and "home-coming" conferences, there will be an increasing demand for such a specialized service—a demand which must be met in some way.

Other means of furthering alumni relations of this new type have been suggested elsewhere. While there exist great possibilities in the radio, the expense of an extensive "hook-up" indicates that ordinarily only those within the range of one station can be reached by this means. The advent of sound in the motion picture world suggests educational possibilities, on the other hand, which certain institutions are already carefully considering. The activities of the University Film Foundation at Harvard have been touched upon. Other institutions will not fail to see the edu-

cational promise in this invention. They will be losing what would appear to be a great opportunity if they do not attempt some experiments in this direction. The films already in use at many institutions might have been made infinitely more stimulating and valuable if it had been possible to utilize the spoken word as an accompaniment to visual records of the institution and its progress. Even more inspiring educationally are the possibilities for reproducing series of illustrated lectures by well-known scholars of the faculties. The field is indeed almost without limit, although the idea as yet has scarcely crystallized and the technique for such an educational innovation remains to be devised. Never, in truth, were there such possibilities for taking the university to the alumni.

IX. SUMMARY

The continued education of the alumni, their acceptance as an integral part of the college or university as an institution of higher education, and the setting up of a program to make a contact with the graduate body on this basis are still, for the most part, matters for the future. In the foregoing pages an attempt has been made to evaluate in some measure the interest which is developing in this specialized educational field, to describe some of the efforts already under way, and to suggest some things which might well be undertaken by such college and university officers and alumni as are convinced of the desirability of stimulating an intellectual fellowship between the two bodies.

By way of conclusion certain general principles may be established:

1. The responsibility on the part of college and university bodies in an educational service to their alumni must be accepted. While some university executives are reluctant to admit the full implications of such an alumni relationship, the majority of college presidents, as well as alumni officers, recognizes the existence in some form of an obligation to encourage a continuation of the intellectual stimulus of undergraduate life into graduate years, provided proper methods can be devised and means provided. It is recognized that the relation between the university and the alumni is, in a sense, reciprocal. The alumni have acknowledged in a practical way through their organizations a responsibility to Alma Mater and have given it concrete expression in their financial support. The college and university bodies are now beginning to realize the existence of a complementary obligation to carry on, into the adult life of the graduate, the ideals and inspiration of study and high thinking, wherever and whenever the call comes.

2. In this period of changing emphasis in higher education, the preoccupations of both undergraduate and graduate are turning

in new directions. The old sanctions for alumni activities are coming to have less force, and college presidents as well as alumni officers are aware of this change, impending rather than actually at hand. The questioning spirit of the modern student, his unwillingness to abide by traditions and his alert acceptance of new ideas must inevitably have their bearing upon his relations to the institution after he assumes the status of an alumnus.

3. At present the interest of the college graduate in any educational gesture directed toward the alumni is limited in its expression. Comparatively few graduates understand and are actively interested. Any educational effort will have to take into account the fact that relatively only a small proportion of any alumni constituency is consciously prepared to continue the intellectual relations and contacts begun supposedly during college years. In general, the alumni who have had time to acquire some perspective, to find their place in the world, and achieve a certain degree of leisure are those who are more likely to be immediately interested in establishing a relationship with their Alma Mater on this basis. But if the attempts on the part of some colleges and universities to stimulate in their students an inquiring spirit and habits of independent reading and thought, implied in recent changes in undergraduate curricula, are successful, it may easily be that the transition between student and alumni interests will be less marked than it has ever been in the past.

4. Heretofore there has been little effort on the part of our colleges and universities to stimulate an intellectual fellowship with their alumni. The contacts have been for the most part materialistic rather than spiritual, despite the fact that the relationship between the individual and the institution was established originally upon an educational basis. In view of this traditional attitude it will be desirable to dramatize, in a sense, this expansion of the alumni contact. Some agency must bring this whole idea of an educational policy directed toward the alumni into the open—to define it in acceptable terms and to correlate such scattered efforts as are already under way. It must be understood, moreover, that the first steps almost necessarily should be experimental, with

a possibility in some cases of indeterminate or even negative results. When the effort is conceived thus in tentative terms the question of expense becomes less vital. Many institutions will find available resources for limited and experimental efforts which may ultimately justify more extensive appropriations and possibly stimulate contributions from alumni.

5. Provision must be made for those interested in a distinctly vocational or professional development, as well as for those seeking only intellectual satisfaction and mental stimulus in cultural studies. Fundamentally there is no sharp differentiation between these types of interest; it may often be that what seems a distinctly professional demand may also represent quite as truly a desire for cultural expansion. In such cases formalized courses and extension programs can be utilized, at most, only in part in an alumni program. Particularly in distinctly educational occupations, as differentiated from purely professional studies, the formal machinery of the extension service or the traditional summer school will prove inadequate, unless a separate division be created which takes into consideration the personal requirements and interests of the individual who is seeking an enlargement of his mental horizon, but is impatient of the system of courses and credits.

6. There are a number of avenues through which this reciprocal relationship between the alumni and the institution may be developed: personal contacts with alumni groups by college presidents and university officers, the distribution of speeches and printed reports to the alumni, book lists and reading lists, the organization of discussion groups and alumni conferences, and the establishment of an alumni information service, are among the more obvious measures. Though all these efforts have been tried at various institutions, nowhere have they all been equally successful. The establishment of an ideal educational relationship is still a matter for the future.

7. The first steps toward alumni education should not be too elaborate. Experience indicates that measures which seek active response from the whole alumni body are unwise. Their success

at the present stage can only be relative, and the ensuing discouragement will be the greater. It is better to develop a program from small beginnings than to establish a broad principle *a priori*; to deal with what can be demonstrated as existent rather than to seek conformity with *what ought to be*.

Many educators recognize that just now higher education is in a state of flux. The old traditions no longer exert the authority they had fifty or even twenty-five years ago. The content of education is very different from what it was in the days of our fathers and grandfathers. Yet, looking ahead, it is safe to say that college and university curricula will at least show no greater changes in the next twenty-five years than will the attitude of the student toward his studies. The old tight compartments in education are passing. We are realizing more and more that education is a life-long process and that the four years of the undergraduate curriculum must, in the nature of things, be merely an introduction. Professor Thorndike has given us ample justification for a new orientation in which the matriculate may literally enter upon a life-time of educational effort, provided American colleges and universities accept the challenge.

ALUMNI RELATIONS AND ALUMNI WORK IN COLLEGES AND UNIVERSITIES

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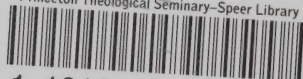
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